PRACTICES AND CHALLENGES OF PHYSICAL EDUCATION TEACHING METHODOLOGIES IN SOME SELECTED SECONDARY SCHOOLS OF KAMBATA TAMBARO ZONE, SNNPR, ETHIOPIA

MSc THESIS

BY

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Practices And Challenges Of Physical Education Teaching Methodologies In Some Selected Secondary Schools Of KambataTambaro Zone, SNNPR, ETHIOPIA

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APPROVAL SHEET

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As thesis Research Advisors, I hereby certify that I have read and evaluated this thesis entitled "Practices And Challenges Of Physical Education Teaching Methodologies In Some Selected Secondary Schools Of KambataTambaro Zone, SNNPR, Ethiopia" prepared by Tesema Markos Wonjalo. I recommend that the thesis can be accepted as fulfilling the thesis requirement for the Degree of Master of Education in Teaching Physical Education.

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As members of the Board of Examiners of the ME. d Thesis-Open defense Examination, I certify that I have read and evaluated the Thesis work prepared by **Tesema Markos Wonjalo** and examined the candidate. I recommend that the thesis can be accepted as fulfilling the thesis requirement for the Degree of Master of Education in Teaching Physical Education.

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DEDICATION

I dedicate this thesis manuscript to my family members for nursing me with affection and love and for their dedicated partnership in the success of my life.

STATEMENT OF THE AUTHOR

First, I declared that this thesis is my genuine work and that all sources of materials used for this thesis have been duly acknowledged. This thesis has been submitted in partial fulfillment of the requirement for MEd degree at Haramaya University in 'physical education and sport science'' and deposited at the university library to be made available to borrowers under the rules of the library. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

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BIOGRAPHICAL SKETCH

My name is Tesema Markos, I was born in August 1972 G.C in Kambata Zone Shinshicho Town, Administration in South Nation Nationality Regional State. When I was seven years old, I joined Mesafe Ajacho primary school in 1979 to 1987 G.C. then where attended my study from grade 1-8th for eight years. After I completed primary education, I joined 1988 secondary school from grade 9th-12th from 1988 to 1992 G.C. In 1992 G.C I took Ethiopian School Leaving Certificate Examination, and then I joined Debub Ethiopia teacher College in 1997 G.C in the Aesthetics stream and awarded Diploma in Aesthetics TESO program in three major (Physical education, Music and Art) in 1999 G.C. After graduation, I started work in teaching for 18 years Aesthetics Shinshicho primary school and then in 2001 E.C again joined for degree program in Dilla University the faculty of natural and computational science department of sport science and graduated in 2007 G.C. and awarded BSc Degree in sport Science. After 4 year later graduation, I joined Haramaya University in education in physical education by sponsorship of government under natural and computational science college departments of sport science of Haramaya University.

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ACRONYMS AND ABBREVIATIONS

AUSSE: Australasian Survey of students Engagement

FIFA: Federation of International de Football Association

HDR: Higher Diploma Program

NASPE: National Assertion of Sport and Physical Education

NSSE: National Survey of Students Engagement

SNNPR: South Nation's Nationalities and Peoples Region

PE: Physical Education

UNESCO: United Nations Educational, Scientific and Cultural Organization

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ABSTRACT

The purpose of this study was to investigate practices and challenges of physical education teaching methodologies in some selected secondary schools of Kambata Tambaro Zone, SNNPR. For study descriptive survey research design was employed along with qualitative and quantitative method. The researcher, two secondary schools were selected through purposive sampling technique. From these sample projects, 126 students were selected by using simple random sampling, while 6 teachers were selected by using purposive sampling. For this study questionnaire used as main tool of data collection. Interview used to substantiate the data gathered through questionnaire. Observation was also part of data collection for the study. Document analysis was also part of data collection for the study. Using SPSS version 21, quantitative data were analyzed using descriptive statistics such as frequency, percentage, mean, standard deviation, and independent t-test were employed to analyze quantitative data while content analysis approach was used to analyze qualitative data while the qualitative data were analyzed using content analysis approach. The finding of the study revealed that, the absence of reference books in the school's library under study. The existence of shortage of access to computers and there is no internet access and the absence of facilities such as handball, football playground/ courts and gymnasiums to exercise practical activities. Lack of commitment among school administrators, lack of adequate guidance from school administrators, large class size and shortage of physical education teachers were the challenges in relation to teaching-learning process of practical lessons in physical education program. Based on the results the researcher recommended that, the physical education teacher should address the importance of student selection process at the beginning towards their concerned bodies and Education office in collaboration with the investment office and stakeholders and organizations have to solve the school problem which the scares of play grounds and the lack of materials and other facilities were recommended.

Key Words: Challenges, Practices, Physical Education, **Teaching Methodologies**

1: INTRODUCTION

This chapter deals with background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of the key terms and organization of the study. In the subsequent sections, each of the above stated components was discussed.

1.1 Background of the Study

Education plays a paramount role for the development of any countries. No countries have achieved its development stage without education. It is an interpersonal transaction that takes place among human being in exchange of knowledge, skill and attitude .Educational experiences are accumulated and transmitted from generation to generation as well as among country .The importance of education has been exhibited in improving the quality of human lives through various scientific and technological development in the world .Because of this fact education is included in the documentation of human right that entitles everyone to the right to basic education But it is challenging to provide education for all citizens ,stetted by United Nations Educational, scientific and cultural organization (UNSCO, 2015).

Physical education is a formal content area of study in schools that is standards based and encompasses assessment based on standards and benchmarks. The standards-based program of curricula and instruction designed to develop motor skills, knowledge, and behaviors of healthy active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence." As a school subject, physical education is focused on teaching school-aged children the science and methods of physically active, healthful living (NASPE, 2012). It is an avenue for engaging in developmentally appropriate physical activities designed for children to develop their fitness, gross motor skills, and health (Robinson and Goodway, 2009; Robinson, 2011).

Physical education play vital role in students development and growth. It is link to good health. It promotes academic learning it is program for muscle strength and fitness. It builds of self-esteem, it develops cooperation, team work and sport friendship skill and it promote physically activities life style. The school is the place in which all youngest with different skill is obtained. As (PoulThib out, 2003) cited, "we have to pull together students in small community who bring different sensibilities" As a result we have to work on them for their

success. So the schools have crucial role for the success of the students in reaching their desired level.

There were some factors that initiated the researcher to conduct research on the current practices and challenges of P.E teaching-learning classes' methodologies. First, the studies which have done by other researchers or the existing research knowledge in theory initiated the researcher to assess the current practice and challenges on teaching P.E classes in secondary high schools. Second, the fact that knowing the concept of pedagogy, taking general methods of teaching course and updated trainings on methodology and coaching like higher diploma program (HDP) and have great contribution for effective application of active learning method.

Effective teaching and learning requires the use of various methodologies and pedagogies to meet the demands of the new generations, new techniques and the ever changing educational environments. The challenge is to find new ways to stimulate and motivate the creative abilities of today's generations who have different set of orientations towards learning more than most of us did as students. The traditional "chalk and talk" approach with the students as a recipient of knowledge may not suitable for today's generation. In the new approach to modern education, often called active learning, students not only receive information from lectures and book, they also collect information, record it systematically, discuss it, compare it , analysis it, draw conclusions from it and communicate about it (ICDR, 1999: 71).

According to (Charles Bucher 2006:112) at secondary school level student's exhibit increasing physical, mental, social, and cultural and emotional values. The school have great role for the development of P.E particularly practical speech that used for achievement all personally.

The method of how to use active learning-approaches in practical classes of PE which might faces them difficulties on the application. So, this study attempted to survey the current practices and challenges of P.E teaching class's methodologies in some selected Kacha Bira woreda secondary schools of Kambata Tambaro zone in Southern Nations, Nationalities and peoples Region.

1.2 Statement of the Problem

Hence it was necessary to get clear understanding and to find out the practices and challenges of teaching-learning methodology of P.E to improve the student's participation in practical session and knowledge, through a research. In secondary schools teaching process of P.E was sound and favored by many problems and the atmosphere of the school conductive for teaching learning process of practical lesson and with automate aim of developing the physical and mental qualities of the learner, what does the active teaching- learning process of P.E contribute to the realization of the objective of P.E progm.

The research would be intended to assess practices and challenge in implementation of practical lessons, it was also recommendation to used active learning in practical lessons and also possible solution based on the result of the researcher.

As stated in the above, those factors have not been assessed to what extent they were affecting the class of P.E teaching-learning process in secondary schools. So that, the purpose of this study would examining the current practices and challenges of P.E teaching-learning classes methods in some selected Kacha Bira woreda secondary schools of Kambata Tambaro zone in Southern Nations Nationalities and Peoples (SNNPR).

In order to attain the above states of problem, the following basic research questions were raised to be answered in the study:

1. Do teachers' believe that the instructional materials are available and conductive proportionally to the number of students in teaching P.E class?
2. Do teachers' have awareness on active learning and its contribution for students' learning?
3. What does the attitudes of administrators looks like in promoting effective application of PE in active teaching method?
4. What are the challenges in relation to teaching-learning process of practical lessons in P.E program?

1:3 .Scope of the Study

The researcher believed that, it should be better to conduct the study in large scale. However, due to time constraint, the researcher would be delimited the area of the study only in some selected governmental secondary schools of Kacha Bira woreda. Those were Masafe Ajacho secondary School and Lesho secondary school. Even though, these secondary schools have grade 9^{th} and grade 10^{th} students, the study would be delimited to grade 9^{th} and grade 10^{th} stu-

dents, only on P.E teachers and school directors. The study was focused on the major practices and challenges of Teaching P.E In Practical Classes, on Teachers Awareness, Training, the Conduciveness of educational materials, the classroom conditions and time allotment for the subject to implement active learning approach.

1.4 Significance of the Study

It was obvious that, the quality of instruction which is realized through effective teaching and learning determines the quality of education. Assessing the challenges in relation to teaching learning process of practical lessons in P.E program in some selected KachaBiraworeda secondary schools was the main purpose of this study. Accordingly, the researcher believed that, this study would have the following significances.

- It would help the teachers to undertake self-assessment regarding their usual teaching method.
- It would show the level of practicality of activate learning application during practical class in those secondary schools.
- It would give an opportunity for education policy maker to be aware of the problems and help them to design strategies for implementing the suggested recommended points while developing the curriculum of the subject.

It may initiated other researchers to conduct similar study at a wider scale and serves as a stepping stone for further research in the field

1.5. Objective of the Study

1.5.1 General Objective

The **General Objective** of the study was to understand the current practices and challenges of P.E teaching-learning practical classes in some selected Kacha Bira woreda secondary schools in Kambata Tambaro zone.

1.5.2 Specific Objective

Specific objective of this study was:

- To investigate the appropriated instructional materials for teaching P.E lessons and whether the teacher use effectively or not?
- To identify the teacher awareness on active learning and its contribution for students learning.

- To assess the attitude of school administrations towards teaching-learning of PE in practical as well as theoretical class?
- To find out factors/challenges in relation to teaching learning process of practical lessons in P.E program

1.6 Limitation of the Study

Any study cannot be free of a limitation and this study is not exceptional. The following were the major limitations encountered the study, the most of the research respondents were busy and had no enough time to respond to questionnaires and interview. Some of them who had enough time were also reluctant to fill in and return the questionnaire as per the required time. Thus, researcher was attempted to arrange convenient time and contacted with coaches and players repeatedly. Reliance on self-report of the respondents is one of such limitations. However, to minimize such limitation the researcher used different mechanisms such as properly ensuring the respondents 'confidentiality and pilot testing all the instruments used in the study. Other limitation to the study also includes the small sample size involved in the interview and shortage of well-organized documented data which related to the study. Despite all these challenges, the researchers have tried to critically analyze the available data to answer questions raised in the study.

1.7: Organization of the Study

Thesis was organized in to five chapters. The first chapter was devoted to introductory part that deals with background of the study, statement of the problem, research questions, and objectives of the study, significance of the study, delimitation of the study, definitions of key terms and organization of the study. The second chapter discusses the review of literature part of the study. In the third chapter, materials and methods, data sources, population, sample and sampling techniques, instruments of data collection, produces of data collection, methods of data analysis and ethical consideration. Chapter four consists of results and discussions techniques and analysis of gathered data was include the results of the study and the fifth chapter included the summary of major findings of the study, conclusions and recommendations of the study was presented. Finally references and appendixes were attached at the last part of the study.

2. REVIEW OF THE RELATED LITERATURE

2.1 Physical Education in the Context of Schooling

Physical education became a subject matter in schools (in the form of German and Swedish gymnastics) at the beginning of the 19th century (Hackensmith, 1966). Its role in human health was quickly recognized. By the turn of the 20th century, personal hygiene and experience bodily health were incorporated in the P.E curriculum as the major learning outcomes for students (Weston, 1962). The exclusive focus on health, however, was criticized by educator (Thomas Wood, 1913; Wood and Cassidy, 1930) as too narrow and detrimental to the development of the whole child. The education community subsequently adopted Wood's inclusive approach to physical education where by fundamental movements and physical skills for games and sports were incorporated as the major instructional content. During the past 15 years, physical education has once again evolved to connect body movement to its consequences (e.g., physical activity and health), teaching children the science of healthful living and skills needed for an active lifestyle (NASPE, 2004).

According(Sallis and McKenzie, 1991) published a land mark paper stating that P.E is education content using a "comprehensive but physically active approach that involves teaching social, cognitive, and physical skills, and achieving other goals through movement" (p. 126). This perspective is also emphasized by (Siedentop, 2009), who states that physical education is education through the physical. (Sallis and McKenzie, 1991) stress two main goals of physical education: (1) prepare children and youth for a lifetime of physical activity and (2) engage them in physical activity during physical education. These goals represent the lifelong benefits of health-enhancing physical education that enable children and adolescents to become active adults throughout their lives.

2.2 Physical Education as Part of Education

In institutionalized education, the main goal has been developing children's cognitive capacity in the sense of learning knowledge in academic disciplines. This goal dictates a learning environment in which seated learning behavior is considered appropriate and effective and is rewarded. Physical education as part of education provides the only opportunity for all children to learn about physical movement and engage in physical activity. As noted, its goal and place in institutionalized education have changed from the original focus on teaching hygiene and health to educating children about the many forms and benefits of physical movement,

including sports and exercise. With a dramatic expansion of content beyond the original Swedish and German gymnastics programs of the 19th century, physical education has evolved to become a content area with diverse learning goals that facilitate the holistic development of children (NASPE, 2004).

To understand P.E as a component of the education system, it is important to know that the education system in the United States does not operate with a centralized curriculum. Learning standards are developed by national professional organizations such as the National Association for Sport and P.E (NASPE) and/or state education agencies rather than by the federal Department of Education; all curricular decisions are made locally by school districts or individual schools in compliance with state standards. Physical education is influenced by this system, which leads to great diversity in policies and curricula. According to NASPE and the (American Heart Association ,2010) although most states have begun to mandate P.E for both elementary and secondary schools, the number of states that allow waivers or exemptions from or substitutions for physical education increased from 27 and 18 in 2006 to 32 and 30 in 2010, respectively.

2.3 Origen of Active Learning

Active learning means that learners take increasing responsibility for their learning, and that teachers are enablers and activators of learning, rather than lecturers or deliverers of ideas. We use 'active learning' to describe a classroom approach which acknowledges that learners are active in the learning process by building knowledge and understanding in response to learning opportunities provided by their teacher. This contrasts with a model of instruction whereby knowledge is imparted or transmitted from the teacher to students. For Cambridge, active learning means that learners take increasing responsibility for their learning, and that teachers are enablers and activators of learning, rather than lecturers or deliverers of ideas.

Some teachers perceive active learning as a form of progressive education, expecting the learner to learn by themselves or in groups with the teacher acting solely as a facilitator. As Professor (Elizabeth Rata, 2012) argues, "A teacher who says 'I co-inquire with my students', 'I learn from them', 'We construct knowledge together' does not deserve that status." Active learning requires highly skilled teaching that uses a wide range of instruction that incorporates scaffolding of tasks, a deep appreciation of how assessment can be used in support of learning and recognition of the need for differentiation as learners are at different levels.

Following on from the point above, John Hattie believes evidence shows that active, guided instruction is much more effective than unguided, facilitative instruction. Hattie looked at learner progress and developed a metric called 'effect size' (d) to determine the extent of the impact of different factors. He devised a barometer on which 0 equals 'no progress' and an effect size of 1 is equal to 'advancing children's achievement by 2 to 3 years' (Hattie, 2009:7). A typical effect size over 1 year is 0.4; this acts as a 'hinge point' and so more focus should be on those factors which research shows to have an effect size above 0.4. In his meta-analyses, (Hattie, 2009:243) distinguishes between the teacher as activator and the teacher as facilitator. In the 'activist' mode, teachers are key agents in all the interventions on the left hand side of the table below, and more 'facilitative' in the interventions on the right hand side. The effect size is far greater when the teacher acts as an activator rather than a facilitator (0.60 compared to 0.17).

Evidence indicates that excessive focus on examination results encourages teaching to the test, and reduces the extent to which active, student-centered learning is adopted (Polesel, Dulfer& Turnbull, 2012). Developing a school ethos which focuses on student learning, rather than simply attainment, is essential in enabling teachers to avoid an 'exam factory' mentality and to foster learners' greater enjoyment and ownership of their own learning. This requires strong leadership and the confidence that a focus on learning will yield good examination results in itself without examinations having to 'drive' teachers' practice.

2.4 Active Learning in Practical Session

The National Survey of Student Engagement (NSSE) and the Australasian Survey of Student Engagement (AUSSE) provides a very simple definition: active learning involves "students' efforts to actively construct their knowledge." This definition is supplemented by the items that the AUSSE uses to measure active learning: working with other students on projects during class; making a presentation; asking questions or contributing to discussions; participating in a community-based project as part of a course; working with other students outside of class on assignments; discussing ideas from a course with others outside of class; tutoring peers (reported in Carr et al., 2015). Active learning implies that students are engaged in their own learning. Active teaching strategies have students do some things other than taking notes or following directions, they participate in activities to construct new knowledge and build new scientific skills (Handelsman et al., 2007).

Active learning engages students in the process of learning through activities and/or discussion in class, as opposed to passively listening to an expert. It emphasizes higher order thinking and often involves group work. Thus active learning is commonly defined as activities that students do to construct knowledge and understanding. The activities vary but require students to do higher order thinking. Although not always explicitly noted, met cognition—students' thinking about their own learning—is an important element, providing the link between activities and teaching (Freeman et al, 2014).

2.5. Methods of Active Learning

2.5.1. Group Work

Group work is part of collaborative strategies of teaching learning. It is one of the best ways of encouraging active learning by arranging the learners' work together in group. It can take many forms involving pairs of students working together, up to ten learners together or it can involve students who work individually and come together in groups to compare and discuss the results of their group. If necessary, random, gender, interest and ability groups can be formed (Kyriako U, 1998).

2.5.2. Role- Playing

Role- playing is when a student or a group of students are given a role to play out in the class. This could be a situation they have to act out, or a person they have to dramatize. Another way to do role-play is to divide your students in to groups. Giving each group a situation, and have them play out that situation. That is a great way of learning for kinesthetic and visual learners (Vinod, Kumar Singh and Yogesh, 2008). Role- playing fosters small group interactions. It allows students the opportunity to act out selected text.

2.5.3. Discussion

Discussion in the classroom is an important kind of active learning strategy (ICDR, 1999). This strategy gives room for the students to exchange, explore and air their views (Nardos, 2000). However, they need to be managed and organized well to be effective. The purpose of discussion is to examine information in order to develop a deep and broader understanding of a topic. However, students should have prior knowledge and experience with a current topic for discussion to be successful.

2.5.4. Brainstorming

This is when the students generate as many ideas as possible about a topic-an ideal storm! It can be a great way to start a class on any given topic. It may be done in a number of different ways: in groups recording their ideas on chart paper, in pairs, or as a whole class, with the teacher (or a student) writing the ideas on the board or chart paper. It is a great way of finding out of the students what they already know on a subject as well as an excellent review activity (Bonwel land Eison, 2003). It can be used as a way of finding out what students already know on a subject before you start teaching or as a review activity.

2.5.5 Problem Solving

Learning through problem solving is focuses on activities that are relevant and useful to the life of the learner than just learning by memorizing facts that may have no connection with the learners' life. According to (Leu, 2000) problem based learning is derived from the conviction that the learner is an active and creative individual with the ability to seek knowledge and self development. In working with a problem, students can formulate hypothesis, gather relevant data, and organize the data to arrive at a conclusion. In line with the above statement (HDP: 2008) explains that problem solving activities involve students finding solutions to problems. Problem solving is an essential skill as it creates students who are able to think for themselves independent thinkers who look for solutions rather become trapped in problems.

2.5.6 Project Method

A project is a natural, life like learning activity involving the investigation and solving of problem by individuals or a group of students (ICDR, 1999). Ideally, project work should consist of a task to achieve some definite goal of real personal value. The project method involves cooperative investigation of real life situation or problem under the supervision of the teacher. It encourages students to plan and carry out investigations of real life situations in the students' immediate environment individually or in group (Dary and Terry, 2000). In general this approach produces a close contact with real life situations, encourages co-operations in between learners; offers opportunities to play a leadership role.

2.5.7 Cooperative Learning

This is a form of group work in which each group member has a specific task to complete within the group. You may assign different tasks like facilitator, note taker, timekeeper, leader, observer, reporter, or task specific to the topic. Group members can assign tasks if appro-

priate. The group is responsible for the outcomes, which are evaluated against agreed criteria (Vinod, Kumar Singh and Yogesh, 2008). In line with the above statement cooperative learning is an instructional method in which students work together in a small groups to help each other learn. There are quite different approaches to cooperative learning. Most involve students in four-member, mixed ability group, and some use varying group size.

2.5.8 Demonstration

A demonstration is an activity when the teacher demonstrates how to do something in front of their class. The purpose of doing a demonstration is to show the students how to do something in both words and actions. When a teacher demonstrates, he /she should point out the process, gradually.

2.6 Need of Exercise

Physical fitness and exercise are essential for good physical and mental health, including weight control. Exercising helps a person develop and keep a strong self-image and a sense of emotional balance. As people get older, exercise becomes more important. This is because after the age of 30, the heart's blood pumping capacity declines at a rate of about 8 percent each decade. Exercise is also very important for children as well. Vigorous physical activity helps in a child's overall development so he or she reaches optimal size and necessary capacities when he or she reaches adulthood. Your body needs a certain amount of calories every day just to function. If you eat more calories than your body needs, it may be stored as excess fat. For instance, if you have an excess of 10kg fat, and each gram has some 9 calories, then you have 90000 calories for your body to use. Exercising helps you achieve or maintain a healthy weight by stoking our metabolism, utilizing and burning the extra calories. And if you exercise, your body works harder and needs more fuel. Even after you stop exercising, your body continues to burn calories at a modestly increased rate for a few hours. The more intensely you workout, the more calories you burn. By burning more calories than you take in, you can reduce body fat, giving you a healthier body composition. Losing body fat can make you look and feel better and can reduce your risk of obesity (International Journal of Physical Education, Sport and Health2016:3(2):127-130).

2.7 Importance of Exercise

Regular aerobic Exercise increases our fitness level and capacity for exercise. It also plays a role in both primary and secondary prevention of cardiovascular diseases. Exercise is a major risk factor for health diseases and stroke and is linked to cardiovascular mortality. Exercise can help blood lipid abnormalities, diabetes and obesity. Aerobic physical activity can also help to reduce blood pressure. Regular Exercise substantially reduces the risk of dying of coronary heart disease, the nation's leading cause of death, and deer eases the risk for stroke, colon cancer, diabetes, and high blood pressure. Moreover, Exercise need not be strenuous to be beneficial; people of all ages benefit from participating in regular, moderate-intensity physical activity , such as 30 minutes of brisk walking five or more times a week(International Journal of Physical Education, Sport and Health2016:3(2)127-130.)

2.8. Benefits of Physical Exercises

Regular Exercise is one of the most important things you can do for your health. The health benefits of doing regular Exercise have been shown in many studies. You are likely to get the most benefits to your health if you are someone who is not very active at all and you become more active. However, there are still benefits to be gained for anyone who increases their physical activity levels, even if they are already doing 30 minutes of moderate intensity activity on most days. Overall, people who do the recommended levels of Exercise can reduce their risk of premature death by 20-30%. Other health benefits include the following:

2.8.1 Reduce the Risk Of Cardiovascular Disease Coronary Heart Disease:

Your risk of developing coronary heart disease, such as angina or a heart attack, is much reduced if you are regularly physically active. Inactive people have almost double the risk of having a heart attack compared with those who are regularly physically active. If you already have heart disease, regular Exercise is usually advised as an important way to help prevent your heart disease from getting worse. Stroke: Physically active people are less likely to have a stroke. One study found that women aged 45 and older who walk briskly (at least three miles per hour), or who walk for more than two hours a week, reduce their risk of stroke by a third compared with less active women. Cholesterol: Regular Exercise has been shown to raise levels of high-density lipoprotein (HDL) cholesterol. The link between cholesterol and CHD has been fairly well established through long term studies of individuals with high levels of blood cholesterol and the incidence of CHD. As high density lipoprotein cholesterol

levels increase, they are independently associated with lower risk of CHD. It is also well established that a sedentary lifestyle contributes significantly to the development of CHD and to unfavorable elevation of blood fats and cholesterol levels; physical activity plays an important role in decreasing these health risks. Hypertension: Hypertension is a major health problem. Elevated systolic and diastolic blood pressure levels are associated with a higher risk of developing coronary heart disease, congestive heart failure, strokes and kidney failure. There is a one-fold increase in developing these diseases when blood pressure is 140/90 millimeters of mercury (mmhg). In many cases, clients can reduce elevated blood pressure by decreasing weight and lowering alcohol and salt intake in their diet. The evidence that higher intensity exercise is more or less effective in managing hypertension is at present inconsistent, owing to insufficient data. Although routine aerobic exercise usually will not affect the blood pressure of normal individuals, habitual aerobic exercise may be protective against the increase in blood pressure commonly seen with increasing age.

2.8.2 Reduce Your Risk of Type 2 Diabetes and Metabolic Syndrome

If you are regularly physically active then you have a lower risk of developing type 2 diabetes than inactive people. Diabetes has reached endemic proportions, affecting 170 million individuals worldwide. One unfortunate health consequence of physical inactivity is the weakening of the body's insulin regulatory mechanisms. Elevated insulin and blood glucose levels are characteristic features involved in the development of non-insulin dependent diabetes mellitus. When insulin function starts breaking down, the body's blood sugar levels rise, leading eventually to the onset of "pre-diabetes" and then type 2diabetes. Diabetes incidence is growing among youth and adults, largely as a result of obesity and inactivity. Regular aerobic exercise meaningfully increases insulin sensitivity and glucose metabolism, which means the body's cells, can more efficiently transport glucose into the cells of the liver, muscle and adipose tissue.

2.8.3 Control Weight

Overweight and obesity are associated with increased risk for hypertension, osteoarthritis, abnormal cholesterol and triglyceride levels, type 2 diabetes, coronary heart disease, stroke, gallbladder disease, sleep apnea, respiratory problems and some cancers. The most favorable approach to weight loss is one that includes committed cardiovascular exercise, resistance training and caloric restriction within a sound behavioral-modification delivery program.

Weight loss is achieved most effectively when cardiovascular exercise is increased up to 200-300 minutes of moderate-intensity activity accumulated over 5-7 days per week. Resistance training and circuit training research has shown meaningful changes in body composition. One of the noteworthy benefits of resistance exercise, as it relates to body composition, is the positive impact of maintaining or increasing fat free body mass while encouraging the loss of fat body weight in a progressive overload resistance training program.

2.8.4 Strengthen Your Bones and Muscles

Research shows that doing aerobic, muscle-strengthening and bone-strengthening physical activity of at least a moderately intense level can slow the loss of bone density that comes with age. Physical activities that stimulate bone growth need to include progressive overload and must address variation and specificity of load. In addition, evidence does suggest that moderate weight-bearing activity, such as brisk walking done regularly, and on a long term basis, is effective in averting age related bone loss. Harder relative intensities of effort and greater volumes of physical activity are more effective in increasing bone density. Muscle-strengthening activities can help you increase or maintain your muscle mass and strength

2.8.5 Reduce Your Risk of Some Cancers

Regular exercise can help to reduce your chance of developing cancer. It roughly halves your chance of developing cancer of the colon. Breast cancer is also less common in women who are regularly physically active. Studies by the Seattle cancer research centre have suggested that 35% of all cancer deaths are linked to being overweight and sedentary.

2.8.6 Improve Your Mental Health and Mood

Exercise is thought to help ease stress, boost your energy levels and improve your general well-being and self-esteem. It can also help to reduce anger and can make you sleep better. But do the activity during the daytime or early evening, not near to bedtime. Studies have also shown that regular exercise can help to ease anxiety and depression.

2.8.7 Keeping You Mobile and More Able To Live By Yourself

Regular exercise throughout life can help to keep you more mobile as you get older. Still be-ing mobile is one of the things that help older people remain independent and able to live by themselves at home. As mentioned above, as you get older, flexibility and balance exercises are important to help reduce your risk of falling and becoming injured. If you are aged over 70, you are less likely to fall and be injured if you are regularly physically active.

2.8.8 Increase Your Chances of Living Longer

Science shows that exercise can reduce your risk of dying early from the leading causes of death, like heart disease and some cancers(International Journal of physical Education, Sport and Health 2016:3(2)127-130).

2.9 Youth Football Program in Schools

We must pursue a policy of providing a rigorous education, but with expanded horizons as well. Football must be a school to shape themselves and at bringing out hidden talent by allow in these youngsters to express themselves freely with their own individual qualities (the FIFA coaching manual, 2006).

Thus, it is convincing and logical to say that football can serve best to facilitate students earning and their academic achievement. Further to this, the reverse is also true, and logical. For this reason, schools should be the focal point (area) of cultivating football players. Success in football in the future at both national and club level will go to those that have the best football schools offering training and development structures and programmers that have been adopted to meet the demands of the modern game and society as a whole(The FIFA coaching manual, 2006).

2.10 The Role of Teacher in Teaching Learning Process

A teacher plays important role in providing an engaging teaching and learning environment. According (Dolmans, Wolfhagen Schmidt and Van den Vleuten 1994) argue that a teacher's performance towards his or her teaching assumes an important on the quality an educational program, and eventually on the competence of graduates. In similar point of argument, (Albanese 2004) asserts the function of the teacher alone is able to flourish or crush the outcome of students' participation in teaching and learning process. In the traditional teaching and learning environment, teacher normally dominated the class room instruction while students passively receive knowledge conveyed by the teacher.

AS (Boud and Feletti 1991) also point out to the lack of student's participation in a traditional teaching and learning environment. As (Boud and Feletti, 1991) asserts that conventional teaching and learning process was criticized for the inadequate awareness in the encouraging team work and development of skills of a quire. As (Normala, Othman and, Maimunash Abdul Kadir, 2004) also points out that in the traditional teaching and learning environment, students are spoon-fed with information textbook materials.

Hence, it was an absolute necessity for the students to take the dominant role in the teaching learning process. As (Ng, 2005) argues that optimal participation in the teaching learning strategies .In order to achieve these skills and qualities, it is imperative for the students to have more time for reflection of what they have studied, for deliberate reflective reading, for assimilating the best of the original literature in each field.

As (Nomala Othman and Maimunash Abdul Nadir 2004, p.4) puts it, create many unique opportunities for teachers to build relationships with students as teachers may fill the varied roles of coach, facilitator, and co-learner. Moreover, a healthy student-teacher interaction weights profoundly in a learning process, and seen as a major scaffolding of knowledge of learners.

As (Charlin, Mann and Hansen, 1998, p.324) establishes Learning that occurs in meaningful context will also be more easily retrieved than which is acquired in isolation. The similarity between the context for learning and the context of future application facilitates the transfer of knowledge. However, many different contexts must be experienced in learning to build a fund of connected, usable knowledge.

Therefore, the teacher should play the role of a mediator conveying and digesting information from one situation to another. As (Steiner, 2004) stresses that student appreciate a teacher that is able to relate, expand and digest the present situation into the other situations.

In student centered learning environment, teachers were encourage to quotations, probe, encourage critical reflection (Margeton, 1994), provide necessary and adequate information, abstain from harsh feedback, become fellow learners (As spy, Aspy Quinby, 1993).

2.11 The Characteristics of P.E Teachers

Teachers they are many exciting directions in secondary school physical education today. Outstanding programs and exemplary teachers provide direction for young professionals seeking to provide their students with quality physical education". The teacher's efforts are coordinated and focused on fulfilling their programs mission. These teachers reflect a strong commitment to their students and a sense of pride. They are effective spokespersons for P.E teaching because of their quality programs. There is congruence between what teachers say P.E can accomplish and contribute to the total development of the individual and what actually happens in practical class. Students achieve in ball games and other practical exercises are

excited about their accomplishments furthermore, these students communicate in positive image with their parents, school, and community (Debobah Wuest, 1994:16).

P.E teachers involved in the programs serve as positive role models for students to emulate. They are active, fit, and enthusiastic, and they "practice what they preach" and share their experiences with their students. They are excited about teaching, are genuinely concerned about their students as well as their achievements, and put forth that extra effort that so often makes a difference they are committed to excellence.

The ability to motivate students to perform to their potential is the goals of every teacher. Skillful teachers use a variety of teaching techniques to stimulate interest in participation and seek creative techniques to involve students in the learning process. They also use appropriate reinforcement techniques to maintain student involvement and promote a high level of student involvement and promote a high level of student effort. These may include checklists, contacts, award system, and verbal and nonverbal feedback. Praise is used thoughtfully; it is contingent on the correct performance, specific in its nature and intent, and sincere. Successful teachers continually update their lessons in an effort to meet students' needs and to make the material presented relevant and challenging to the students.

Effective teachers process superior human relations skills. They listen to students and accept students as individuals treating them as such. They strive to instill in each student a sense of self-worth. Effective teacher's shows concern for the well-being of each student in their classes and endues or to provide students with opportunities that will enhance their self-confidence.

The ability to establish and maintain reports with students and staff and readiness to acknowledge one's own mistakes are also characteristics that many successful teachers possess.

In generally effective teachers are able to successfully utilize a variety of skills pertaining to organization, communication, instruction, motivation, and human relations. Although many of these skills appear to be innate to certain individuals, all of them can be developed or improved by individuals who desire to become effective teachers.

2.12 The Major Challenges in Teaching P.E Classes

Problems are numerous in all areas of teaching P.E program shares the advantages, disadvantages and the problems in all respects equally (Deborah Wuest 1994:14).

"Secondary school physical education programs have been criticized by the public and professionals. Criticism has focused on the worth of the subject matter, the outcomes realized, the manner in which the program is conducted, and its contribution to the education of students. Unfortunately, this criticism obscures the fact that there are many outstanding programs of secondary school physical education being conducted throughout the nation. Dedicated teachers work hard toward achieving the desired outcomes for their programs, using a variety of approaches that adhere to the basic tenets of curriculum and instruction and are sensitive to the context in which they teach". The following are the main challenges/ problems in teaching practical class

2.12.1 Non-Human Related Challenges

2.12.1.1 The Arrangement of Activities

As (Deborah Wuest, 1994:15) states that: - "The various arrangements of instructional time are used in these programs. Typically, short instructional units of 3 to 4 weeks in length are used at the junior high-school level to allow students to become familiar with a variety of activities. This short exposure introduces students to many activities and allows them to identify activities and allows them to identify activities in which they have an interest. At the high-school level, longer instructional unites are offered, ranging from 4 weeks to semester. To increased length of time devoted to an activity helps students attain competency in an activity suited to their ability and interest and furthers chances for continued participation. Mastery appears to be closely associated with the development of desired affective outcomes such as personal satisfaction self-esteem, and self-confidence."

This shows providing opportunities for students to achieve mastery appears to be critical if we to promote integration of activity into one's lifestyle. In addition to using units of increasing length to accomplish this objective, some schools have chosen to offer activities for different ability levels, such as beginning, intermediate and advanced. This approach allows students to start at an appropriate level as well as receive more focused instruction according to their needs.

Additional opportunities for student practice are also provided. Drop-in program and intramural opportunities further students Skills as well as encourage students to make a decision in corporate physical activity consciously into their life style. Luck of Proper Facilities Physical education learning experience becomes more memorable through the proper use of supple-

mentary teaching aid each teacher should have a variety of good instructional materials but should remember that the more exposure to them will insure learning. All such materials should assist students to learn and should not be used as a means of entertainment where properly used such aids can increase the depth and speed of teaching learning activity.

2.12.1.2 Luck of Proper Facilities, Equipments and Resources

The provision of quality P.E requires material resources', and an appropriate technical support, to ensure access to P. E for all pupils, including those with disabilities and those with specific religious requirements. The learning environment is fundamental to good-quality P.E and should include safe, healthy and protective physical and social environments for students and teachers to learn and work. (UNESCO, 2015)

In regard to the above concepts (Horne, 1985:232) noted that "the physical education program needs dictate the quality and quantity of needs dictate the quality and quantity of facilities needed." According (Jesse and Williams, 1964:107) in some high schools the shortage of facilities are very real.

They also emphatically explain that there remain many communities and institutions with the most limited facilities. On the influence that shortage of facilities can play claim they (Ibid: 441) further suggests, when facilities are lacking or merge as in innumerable schools then class in physical education are held in classrooms corridors and basements. Such places limit the program and when facilities are lacking children do not learn the skill and coordination that is essential for their development.

Evidently school facilities play an important role in creating conductive atmosphere to the overall quality of teaching-learning process. As explained by (Sidentop, 1991) a major responsibility of every P.E teacher is to provide a safe learning environment for students. Safety should be considered when planning but it is in the implementation of a lesson that safety must be for most (DarlySidentop, 1991: 209).

2.12.1.3 Time Allotment

According to (Bucher and Koenig, 1974:213) suggested that the time advantage can be achieved by longer period. "In some situations it may be advisable to have physical education on fewer days with longer periods" (Bucher and Koenig Ibid: 212). As(Knapp and Leenhard ,1968:385) stated "On a daily period requirement it the developmental and skill need of stu-

dents is to be meeting with reasonable adequacy that is to say it will help to form a basis for further participation in worthwhile activities."

(Ibid) further suggests that; the time requires by most school physical education laws is totally inadequate for a well-balanced program. When engaged time is far less than allotted time, the teacher usually has a problem of managing and organizing students. Research has shown that there is large range of students enraged time, as low as 10-15% to a high as 70-80% of class time. The average amount of engage time is 25-30 percent. But the amount of engaged time that is actually functional for learning is always lower, sometimes a great deal lower. (Daryl Siodentop: 1991:4) research findings has reported, and average class of students gets no more than 10-20% of class in functional engagement in activity.

In a recent study of effective high school physical education specialists (Jones, et al, 1989) it was found that weekly allotted class time was between 45-80 minutes will below what is through to be appropriate for the high school. However each teacher studies have found way to extend his or her program to non-attached time (Daryl Siedentop, 1991:182).

Teachers often plan a certain amount of time for students to be engaged in lesson activities they also no doubt expert most of that engaged time will be functional for their learning. But time planned by the teachers does not always translate will in the functional learning time for the students (Daryl Siedentop, 1991:43).

2.12.1.4 The Teaching Method

Team sports like Foot ball are favorites of boys and girls. But there are certain teaching and student interest problems which require special method.

According to(Bucher and Koenig,1974:257) states that:-"The problems are method of dividing between the teaching of game skills and actual playing of the game itself and problems in the method of specifying certain position on team sports like ball games and method on the problem of providing opportunities for creative thinking."

If the teaching-learning process is to be effective, class organization is the key to success. The organization problem revolve around failure to manage with limited equipment and facilities to a large size classes and failing to combine boys and girls during instruction (Ibid: 261) they further suggest (Ibid: 350) on the problem of class organization that flexibility in management of classes should be a by word for all teachers because many unforeseen occurrences create interruption problem in the already established school routine.

2.12.2 Human Related Challenges

2.12.2.1 Large Class Size

There are the problems that large class size is believed to be responsible according to (Bucher, 1975:319) these are it takes time, discipline may be a greater problem, and the administrative structure of the class will be informal. Also (Knapp and Leonhard, 1968:388) stated that the type of program, teaching methods and available facilities affect that the size of the class.

As (Bucher and Koenig, 1974:211) states that: - "The sizes of classes affect the number of teaching stations the supplies and equipment, the size of the area, and the number of available teachers. They further suggested (Ibid: 212) that the effectiveness of teachers will be seriously hampered if there is an excessive number of students."

2.12.2.2 Student Interests

Different students have different interests towards P.E teaching. Some students believe that psychological education has great benefit for them (Bucher,1975:2) states as follows"… in learning physical skills, the exercise it supplies for becoming physical fit, the social contributions such as the development of sports man ship qualities learning hero to get along with others and team work this psychological benefit is the form of self-confidence and out let for mental frustration; improvements of personality and development of qualities coverage and self-discipline and the knowledge learned inter respect to the role of sport in the culture of world …"

Even though some students accept the importance of physical education as mentioned in above paragraph education negligible number of students think that physical education has very little value for them. This may be because of a bad experience, like poor instruction; absence of planning and organization, large number of students in one class and poor availability of facilities and equipment.

All evidence suggests that students who experience success in meaningful activities in physical education in a nurturing learning environment will improve their attitudes towards themselves, towards school, and towards the subject matter (Sedentop, 1991:159) beyond that most set circumstance, teachers can promote self-growth by helping students undertaken new learning experiences with positive expectation for achievement.

Physical ability may also be important for being included in a desired peer group a desire to learn skills for leisure time pursuits, to maintain one's health, or to improve one's appearance

are other reasons students may be interested in an activity. In many secondary schools, elective programs are offered in the upper grades so students may select activities according to their interests.

One important goal of P.E is participation in meaningful physical activity throughout one's life span.

In attempting to accomplish this objective, teacher must assist their student, in acquiring the necessary motor skill and knowledge pertaining to physical activity. However, the likelihood those students will continue to participate in physical activities. Once they have left school is strongly influenced by their attitudes. Thus fostering favorable interest towards practical activities is desirable outcome of P.E teaching programs. Teachers must not only be concerned with the development of positive interest, but also with changing negative interest held by some students.

2.12.2.3 Leadership Style

According to (Kenneth et al. copy right, 2004) Effective education leadership makes a difference in improving learning. There's nothing new or especially controversial about that idea. What's far less clear, even after several decades of school renewal efforts, is just how leadership matters, how important those effects are in promoting the learning of all children, and what the essential ingredients of successful leadership are. Lacking solid evidence to answer these questions, those who have sought to make the case for greater attention and investment in leadership as a pathway for large-scale education improvement have had to rely more on faith than fact.

Principals, superintendents and teachers are all being admonished to be "instructional leaders" without much clarity about what that means. The term "instructional leader" has been in vogue for decades as the desired model for education leaders – principals especially. Yet the term is often more a slogan than a well-defined set of leadership practices. While it certainly conveys the importance of keeping teaching and learning at the fore front of decision making, it is no more meaningful, in and of itself, than admonishing the leader of any organization to keep his or her eye on the organizational "ball" – in this case, the core objective of making schools work better for kids. Sloganistic uses of the term "instructional leadership" notwithstanding, there are several quite well-developed models carrying the title of "instructional

leadership" that do specify particular leadership practices and provide evidence of the impact of these practices on both organizations and students.

Distributed leadership: is in danger of becoming no more than a slogan unless it is given more thorough and thoughtful consideration. As it is frequently used in the field and in education leadership research dating back nearly 70 years, the ideas underlying the term "distributed leadership" have mainly common sense meanings and connotations that are not disputed. Neither superintendents nor principals can do the whole leadership task by themselves. Successful leaders develop and count on contributions from many others in their organizations. Principals typically count on key teachers for such leadership, along with their local administrative colleagues. In site-based management contexts, parent leaders are often crucial to the school's success. Superintendents rely for leadership on many central-office and school-based people, along with elected board members. Effective school and district leaders make savvy use of external assistance to enhance their influence. While many in the education field use the term "distributed leadership" reverentially, there is substantial overlap with such other well-developed, long standing conceptions of leadership as "shared," "collaborative," "democratic" and "participative." Furthermore, when viewed in terms of the definition of leadership suggested here, practical applications of leadership distribution may easily get confounded with the mere distribution of management responsibilities. Promising efforts have recently begun to extend the concept of distributed leadership beyond its commonsense uses and provide evidence about its nature and effects (e.g., Gronn P, 2002; Spillane, in press; Leithwood et al, 2004). These efforts suggest, for example, that it is helpful for some leadership functions to be performed at every level in the organization; for example, stimulating people to think differently about their work. On the other hand, it is important for other functions to be carried out at a particular level. For example, it seems critical that leaders in formal positions of authority retain responsibility for building a shared vision for their organizations. Also, it seems likely that different patterns of leadership distribution throughout districts and schools, for example, might be associated with different levels of effects on students. This is a promising line of research that may prevent distributed leadership from becoming just another "leadership flavor of the month." Given the state of our understanding about distributed leadership, therefore, policymakers and leadership developers would do well to adopt a more conserva-

tive attitude toward the concept until more evidence is developed to move the term beyond the obvious and provide a clearer understanding of its actual impact on schools and students.

2.13 Assessment in Physical Education

Recent educational changes have spurred the need for assessment within the P.E Field. Although it has always been part of the instructional process, Plan, Teach, Evaluate. It has not received the attention of many physical educators until recently. In the past it was not necessary to use assessment techniques for several reasons. Educators were not required to provide information on student performance to anyone. Both practically of useful instruments and time needed to complete such assessments appeared to take away from the more relevant parts of teaching. In addition, professionals in the physical education field were not required to have defined learning outcomes for their students. Today, with the increased emphasis on accountability, physical education teachers in New Hampshire must rethink the place of assessment within their programs. Portfolios can be established for students in the process of assessment and to produce ownership of what goes into the portfolio. The teacher should also establish clear criteria for how the portfolio will be assessed.

Written test

Most students are very familiar with the written test as assessment in all content areas. The written test is still one of the best ways for teachers to determine student's knowledge. In the same way, (Rink, 1998) remarks True/false questions, multiple choice questions, and other short answer test are easy to grade but more difficult to construct to make them reliable and valid.

Student group projects and reports

Student and group projects can be designed as learning and assessment experiences in many ways. Most typically, students are asked to investigate, /construct, and present their work in some forms. The most common forms of student project is the written report, but physical education content leads itself to a variety of presentation formats that probably are more closely related to the teacher's objectives in our content. Projects should be carefully structured so that students understand the expectations and criteria for assessment.

Self-Assessment

Self- assessment can be used throughout the instructional process. This provides both a quick and practical way for the teacher to collect information. Student progress can be recorded us-

ing one or more of the following tools, student journal, notebook that are completed and submitted to the teacher.

Peer Assessment

With clear directions from the teacher, peers can collect information that can indicate student progress. Again, checklists, rating scales, or rubrics can provide criteria for making judgments. Peer assessment requires students to focus on the criteria, allowing them to develop observation skills. For peer assessment to be effective, the teacher needs to teach the observational process. (www.education.nh.gov)

3. MATERIALS AND METHODS

This part of the study presents research design and methodology. It also contains description of the study site, research design, research method, data sources, population, sample and sampling techniques, data gathering instrument, data collection procedures, methods of data analysis and ethical consideration pilot testing.

3.1 Description of the Study

The study woreda Kacha Birra was located in Kambata Tembaro zone, SNNPR and it was situated in the south western part of the zone, which is bounded with Angacha woreda in the north, Kedida-gamela woreda in the east, Hadiya zone in south east and southwest with Wolayita zone in the south west .The woreda lies between 07°12'30.1"- 07°17'08.3" N and 37°47'48"– 37°50'30.6"E degree north and east longitude in KembataTembaro zone of SNNPRS. The woreda capital was found 327 Kms away from the country capital Addis Ababa and 117 km away from the regional capital, Hawassa. The woreda with a total land area of 25,944 hectare was further divided in to 20 rural kebeles and 2 semi-urban kebele (CSA, 2005). The woreda has diversified topographic features such as flat, gentle, sloping plains and undulating to rolling plains with substantial proportion of low to moderate relief hills. The altitude of the woreda varies from 1600-2600 meter above sea level. The study area was characterized by two distinct agro-ecological zones, highlands (2300-2500m.a.s.l) and midland (1500-2300m.a.s.l) was considered, for they were important in terms of area coverage and population size. Average temperature (0c) and annual rainfall of the area was ranges between 200c to 160c and 800mm to 1200mm rainfall (CDP, 2012 and KBWAO, 2013). The type of the vegetation covers of the study area categorized by *Eucalyptus,* (*E.* globluisandE. camaldulensis), C.africana, P. fulcatus, M. feruginea and H.abyssinica. Types of crops which grow in Kacha Birra woreda include maize, tef, wheat, barley, fruits and vegetables. The major income sources for households in the woreda were ginger and coffee (CSA, 2005). With regard to cropping system, except for enset, which is important in both agro-ecology, the two agro ecologies are quite different. The highlands are dominated by wheat while the midlands are dominated by high value crops like coffee and ginger as well as maize. The population of Kacha Bira woreda was 115,579 out of which 58,778 are female (i.e. 50.86 %). Zonal population growth rate is 3%. The total number of households in the woreda was 25,780, with an average

of 6 family members per household. The average population density was 551 people per km2. About 52% of the total population was economically active (CSA, 2007).

3.2 Study Materials

To accomplish daily practical lesson in proper manner the availability of materials are very important .So the teacher use Varity of instructional aides to link the lesson must be meaning-ful. For example, to teach ballgames the teacher use volleyball ,basketball ,handball, foot ball ,to teach gymnastically activities like m at, balanced beam ,horizontal bar, patroller bar, and also to teach track and field events the materials like discus, javelin ,hammer, shout-put, bottoms are essential to facili-tate the lesson to be effective and to increases the learners to be actively participate in practical activi-ties.

3.3 Operational Definition of Key Terms

Motivation: - are internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job Role (www.businessdictionary.com /definition/motivation.Html)

Football – a form of Football played by two teams of eleven players with round ball which may not be handled during play except by the goal keepers, the objective of the game being to score a goals by kicking or heading the ball into the opponents goal.

Practice-is an occasion you do something in order to become better at it or the time that you spending (http://www.macmillian.com.)

Physical education-is one phase of the total education process and that it utilized activity drives in horrent in each individual to develop a person organically (Bucher1975:13)

Secondary school: - refers to school that offer education from grade nine to twelve in Ethio-pian system (www. Mecrriam .website .com)

Challenges:-difficulty in a job or understanding that is stimulating to one engaged in it.

Curriculum:-All things which are planed and guided by the school weather it is carried on in group and individual inside or outside the school.

Education:-is planed, organized, designed, directed &evaluated process to be Bering a de-sired change on physical, mental, moral and emotional.

Learning environment: - is palace in which teaching-learn in process takes place.

Motivation: - Defined as a drive to do something.

Pedagogy:-the practice that a teacher, together with a particular group of learners creates enacts and experiences.

Physical education: - the term refers to a process of learning through physical activities designed to improve physical fitness, develop motor skills, knowledge and behavior of healthy and active living, sportsmanship, and emotional intelligence.

Practice:-regular acting in the teaching-learning of physical education.

Recreational facilities:-are facilities or equipments which are useful for the purpose of recreation in utilizing recreational activates.

Sport:-is kind of competitive event because of the inherent risk of failure.

Tradition:-Refers to the cultural continuity in social attitudes, customs, and institutions.

3.4 Research Design

This study would be used descriptive survey that examined the current practices and challenges of P.E teaching classes' methodologies in some selected Kacha Bira woreda secondary schools of Kambata Tambaro zone .The aim of survey design was to study the sampled population and be able to generalize the findings to the population from which the sample is drawn. The study focused mainly on describing, identifying, analyzing and interpreting the current conditions that exist in relation to the current practices and challenges of P.E teaching-learning classes' methodologies in some selected Kacha Bira woreda secondary schools of Kambata Tambaro zone

3.5 Sample Size and Sampling Techniques

While we conducted research it's obvious that data collected from the whole population makes the accuracy of research findings to be very high. But to do this one has to consider the characteristics of the population, time, financial and potential to decide whether to collect data from the whole population or select a sample. Therefore, considering these criteria the researcher would take a sample from the population by using sampling procedure of the study.

The KambataTambaro Zone has a total of forty tow (42) secondary schools. From those secondary schools thirty six (36) secondary schools were governmental and that of six (6) secondary schools were privet (none) governmental. Among those secondary schools four (4) governmental secondary schools were found in Kacha Bira worada. For the purpose of study, the researcher would take two secondary schools (Masafe Ajacho secondary School, and

Lesho secondary schools) as sampled by using purposive sampling techniques. Because these secondary schools have long years experienced and the researcher also familiar to the research sites, that helps him to get the required data or information in detail. It was obvious that secondary school contains grade 9th and grade 10th. Among those grades, the researcher would select grade 9th and grade 10th students by using random sampling and purposive sampling techniques, because, they were learning practical activities currently. Also they were better experienced and they may know more on "what and how" their teacher used teaching methods and techniques during teaching -learning process in the field.

The study would be included the directors of those sampled schools, whole P.E teachers of the schools and the total students in the sampled schools .However, the samples size would be made of all P.E teachers from Masafe Ajacho secondary school and Lesho secondary school in addition to the directors and the representative sampled students in those schools.

Table 1: Number of students in samples schools

No	**Name of school**	**Sex**	**Grade 9**	**Grade 10**
			Age level (15-16)	Age level (17-18)
1	MasafeAjacho	M	57	77
		F	81	84
		T	138	161
2	Lesho	M	59	87
		F	91	120
		T	150	207
Total			288	368

From the above table the total number of students in grade 9th was 288 and grade 10th was 368, totally 656 students were found in the schools. For the study the investigator selected 20% of students by using percentage proportionally from each school. According to this from Masafe Ajacho school total number of 299 students 20% would be sampled of the study, that means 27 male and 33 female totally 60 students would be sampled of the study. However, from lesho secondary school total number of 357 students 20% or 29 male and 42 female totally 71 students would be sampled of the study. The total sample size would be 131 students.

Table 2: The number of teachers in samples schools

Name of the school	No of teachers	Sex		Service year			**Academic Status**
				1-10	11-20	21-30&>	
		M	F				
Masafe Ajacho high school	3	3	_		3		First degree
Lesho high school	3	3	_	3			First degree

From the above table of P.E teachers in sampled schools the total or 100% P.E teachers would be sample of the study, because they are available in those schools and they were target group for the study.

Table 2: No of principals in samples schools

No	**Name of the school**	**No**	**Sex**		**Academic status**
			M	F	
1	MasafeAjacho	1	X		Ms in leader ship
2	Lesho	1	X		Ms in leader ship

From the above table the two Directors from sample schools or 100%are involves in the study because they are available and currently the part of the study area.

3.6 Source of Data

Before conducted one research, the researcher must think about the sources of data. There were Primary and secondary data sources. The researcher would be gathered primary data from the students, physical education teachers, and directors/vice directors to assess the current practices and challenges of P.E teaching-learning classes in some selected Kacha Bira woreda secondary schools of Kambata Tambaro zone. The secondary data were obtained from written documents or records such as previously done researches, portfolio of teachers, books, magazines, internets etc.

3.7 Data Collection Instruments/Tools

In order to collect adequate and reliable data, the researcher would be used the (Triangulation) methods that include questionnaire, personal observation and semi-structured interview as data gathering tools.

3.7.1 Classroom Observation

Observation was one way of data collecting instruments. In the application of an educational program, it was in the “class room” that all hidden and manifest intentions and efforts of education occur. Based on this, we can say that classroom was very important source of data collection in describing the implementation of an educational innovation. Therefore, classroom observations would be taken as one of very important source of data gathering instrument in this study. The observation would be takes place during P.E practical as well as theoretical classes. It would takes place while the teachers were teaching both practical and theoretical part of the lessons. The class room observation guided format/check lists would be developed by the researcher. Based on observation check-list a critical observations of the classrooms (both theory and practice) realities such as teaching methods of teachers employed, the major activities the teachers and the students perform, participation, interaction between teachers and students, the classroom conditions and other necessary facilities were observed two times (one theory and one practical classes) in a week in each schools while PE teachers teaches in the class.

3.7.2 Interview

It was also a very useful instrument to understand reasons why and how things happen and the way they happening. The major way in which any researcher seeks to understand the perceptions, feelings and knowledge of people in programs was in-depth and intensive interviewing. Some literature indicates that interview has three forms. These were structured, semi structured and unstructured. To gather more detailed information from schools director the researcher would employ semi-structured interview. It was because these people were small in number and their position was important in describing whether an educational program was being implementing as planned or not. Thus, it was with this assumption that interview would be employed as a data gathering instrument for this study.

3.7.3 Questionnaire

It was also very important instrument in the process conducted research for the collection of data. The questionnaires would be designed as both open-ended and close-ended items. Two kinds of questionnaires would be used; one for the teachers and other for the students. The number of questionnaires for the teacher would be 26 close-ended and 3open- ended. However, the number of questions for students would be 14 close- ended and 2 open –ended ques-

tions were organized. The items in the questionnaires for teachers would focused on awareness, role of teachers for teaching P.E and frequency of teachers in practicing different teaching strategies, techniques and what and how they practice different activities, exercises and including ball games.

The items in the questionnaires for students would be focused on what and how their teachers perform during teaching-learning process in the classroom, on giving tasks, activities and exercises, how their teachers attempt to practice them some activities, how their teachers attempt to participate students in real learning, their motivation, confidence and participation in the practical activities, what method of teaching their teachers use mostly.

In general the same items for both teachers and students would match (relate) with each other, this means, the same items reflect in one another. This would be done in order to cross check the accuracy of data.

3.8 Procedure of Data Collection

As long as the procedure of data collection was concerned, the researcher would gate through the following steps, so as to collect the relevant data. The first thing he would be do is getting permission from the director/coordinator of the school. The researcher would be recruited P.E teachers in order to collect data because they were sport professionals, who have strong attachment with the schools and would give training on data collection.

3.9 Method of Data Analysis

The data gathered through questionnaire, interview and document analysis (collect from teacher file) would be structured, organized and formed to make easy for analysis. In the study, the qualitative and quantitative methods would be used to analyze the information collected by using different instrument from different sources.

The quantitative data obtained from the questionnaire analysis would be analyzed using percentage and frequency and the qualitative data would be first organized in to meaning full information in order to describe both as expressed by interviewer and observation by the researcher. In order to acquire detailed information, the data obtained through questionnaire would be organized in tables. The data obtained from interview, from open-ended questions and document analysis would be analyzed in narration under each category in the table to be

relevant to the issue. Both quantitative and qualitative method of the data analysis would be employed.

To analysis, the data obtained from different sources, various techniques would be employed. The percentage and frequency distribution would be employed to analyze various characteristics of sampled population like sex, age, teaching (work experience), educational level and other relevant issue.

Mean and garden mean would be also used to find out the average value against each item for both groups of the respondents to support results of analysis. Additionally, independent sample t-test was used to find whether there exists a significance between two groups (teachers and students) of respondents as per the basic questions would be raised and to reach an acceptable conclusion regarding both the extent of the association as well as the possible cause of the problems. Finally, on the bases of the analysis conclusion would be made and recommendation would be forwarded.

3.10 Ethical Considerations

Ethical clearance would be obtained from Kacha Bira Worada educational office. The purpose of the study would be explained to study participants in order to get informed verbal consent. Then an informed verbal consent was received from each study subjects and anyone who is not be willing to take part in the study had the full right to exclude himself/herself. To ensure confidentiality of respondents, their names would not be registered on the questionnaire.

4. RESULTS AND DISCUSSIONS

4.1. Over view

This part of the study deals with presenting, analyzing and discussing the data collected through questionnaire, interview and observation. The subjects of the study were principals, teachers and students. The focus of this study was to analyze and interpret data on variables of the study namely practices and challenges of physical education teaching methodologies in some selected secondary schools of Kambata Tambaro Zone. The data are presented in tables, analyzed using frequency, percentage, mean and standard deviation. Quantitative data were collected using questionnaires for teachers and students while qualitative data were collected through interview from school principals. In this process the first section deals with the general background information of the total population can be presented. The second section deals with the sample representatives; those are as a subject or respondents. And the third section was in light of the basic questions of the research data collected have been analyzed and interpreted.

4.1.1 Response Rate of the Quantitative Data

In this study, the total of 137 respondents were selected and invited to complete the questionnaires. From these numbers, 6teachers and 131students of them were properly completed and submitted usable responses, thereby generating a return rate of 96.3 percent.

Table 3: Questionnaire Return Rate

SN	Respondents Type	Sample Size	Responses	Return Rate %
1	Teachers	6	6	100
2	Students	131	126	96.2
	Total	137	132	96.3

As it can be seen in Table 3, out of the 6 questionnaires distributed to the teachers 10(100%) were returned and filled correctly. Out of 131 questionnaires distributed to the students, 126(96.2%) were returned and filled in correctly, and the rest 5(3.8%) students questionnaires were rejected, because their response were incomplete. According to Mugenda and Mugenda (2003) a response rate of 60% is good and a response rate of 70% or more is even better. The responses given by them were analyzed and interpreted. Thus, in the following section and

sub-sections analysis and interpretation of data were presented corresponding to the basic questions and characteristics of respondents.

4.1.2 Description of the Study Participants

By describing characteristics of the respondents, it is possible to gather some background information about the sample population who participated in the study. The following table shows the general characteristics (sex, age, education level and teaching experience in the school). The data collected on the characteristics of the respondents are presented in the below Table 4.

Table 4: Characteristics of Respondents

SN	Items	Variables	Respondents Type			
			Teachers (N=6)		Students (N=126)	
			F	%	F	%
1	Sex	A) Male	5	83.7	`79	62.7
		B) Female	1	16.3	47	37.3
		Total	**6**	**100**	**126**	**100**
2	Age	A) 15-24	1	16.7	65	51.6
		B) 25-30	2	33.3	34	27
		C) 31-39	2	33.3	17	13.5
		D) 40 and above	1	16.7	10	7.9
		Total	**6**	**100**	**126**	**100**
3	Your education level	A) Grade 9-10	-	-	126	100
		B) 1st Degree	5	83.3	-	-
		C) 2nd Degree	1	16.7	-	-
		D) Others	-	-	-	-
		Total	**6**	**100**	**126**	**100**
4	Place of Birth	A) Rural	2	33.3	112	88.9
		B) Urban	4	66.7	14	11.1
		Total	**6**	**100**	**126**	**100**
5	Teaching experience in the school	A) 0-5 years	1	16.7	-	-
		B) 6-10 years	2	33.3	-	-
		C) 11- 15 years	1	16.7	-	-
		D) 16-20 years	1	16.7	-	-
		E) 21 and above	1	16.7	-	-
		Total	**6**	**100**	**126**	**100**

As can be seen from item one in table 4 in relation to sex distribution of teachers, 5(83.3%) of them were males and 1(16.7%) females. On the other hand, 79(62.7%) of students were males and 47(37.3%) of them were females. This indicates that the majority of the teachers and students in the selected secondary schools of Kambata Tambaro Zone were males. This showed that, there are few female participants in the physical education teacher and students.

As can be seen in the above table, looking at age structure (see item, 2), 1(16.7%) of teachers were in the age category of 15-24 years; 2(33.3%) of teachers were between 25-30 years old; 2(33.3%) of teachers were between 31-39 years old and 1(16.7%) of teachers were 40and above years old. On the other hand, 65(51.6%) of students were in the age category of 15-24 years; 34(27%) of students were between 25-30 years old; 17(13.5%) of students were between 31-39 years old and 10(7.9%) of students were 40 and above years old. This shows that majority of teachers and students were in an active working age group, moreover, they were practices physical education teaching methodologies in the study area.

As illustrated in the above Table 2 (see item, 3), regarding the education level of the respondents, 126(100%) of students were included grade 9-10. On the other hand, 5(83.3%) of teachers were 1st degree holders and 1(16.7%) of teachers were 2nd degree holders. Majority of the students education level showed that almost 126(100%) were grade 9-10; therefore, their current education level can be practices physical education teaching methodologies.

As it can be seen in Table 4, item 4, requests respondents place of birth, 2(33.3%) of teachers birth place were urban and 4(66.7%) of teachers also place of birth were urban. On the other hand, 112(88.9%) of students birth place were rural and 14(11.1%) of students birth place were urban. This showed that majority of the respondents live in rural area.

As it can be seen in Table 4, item 5, indicates that teaching experience in the school, 1(16.7%) of teachers belongs to experience years ranging from 1-5, 2(33.3%) of teachers belongs to the range of 6-10 years experience, 1(16.7%) of teachers belongs to the range of 11-15 years experience, 1(16.7%) of teachers belongs to the range of 16-20 years experience and 1(16.7%) of teachers belongs to the range of >21 years experience. This implies that the majority of teacher respondents have less than 10 years experience. Thus, majority of the respondents could provide pertinent information that would be helpful for the success of this finding.

4.1.3 Reliability and Validity of the Instrument

4.1.3.1 Reliability of the Instrument

Reliability has to do with the consistency or repeatability of a measure or an instrument and high reliability is obtained when the measure or instrument gives the same results if the research is repeated on the same sample (Kothari, 2004). The internal consistency reliability estimate was calculated using Cronbachs coefficient of alpha for the questionnaires. According to Cohen et al (2007) suggest that the Cronbachs Alpha result > 0.9 excellent >0.8 good

>0.7 acceptable <0.6 questionable and <5poor.The table below indicates the computed internal reliability coefficient of the pilot test.

Table 5: Reliability Test Results with Cronbach's Alpha

No	Scale	No of items	α	M	SD
1	Do teachers' believe that the instructional materials are available and conductive proportionally to the number of students in teaching P.E class	12	.989	2.32	1.08
2	Do teachers' have awareness on active learning and its contribution for students' learning	4	.970	2.30	0.88
3	What does the attitudes of administrators looks like in promoting effective application of PE in active teaching method	4	.974	2.77	0.89
4	What are the challenges in relation to teaching-learning process of practical lessons in P.E program	6	.988	3.71	0.98
Overall Reliability Coefficient		**26**	**.980**	**2.77**	**0.96**

Note: Alpha Records >.70 are in bold face α=Alpha, M= Mean, SD=Standard deviation

As it can be seen in Table5 showedthereliabilityresultsofthevariables.The reliability coefficient of Cronbach's alpha results showed that all are required level, for instance instructional materials are available and conductive proportionally to the number of students in teaching (α=.989, M=2.32, SD=1.08), awareness on active learning and its contribution for students' learning (α=.970, M=2.30, SD=.088), the attitudes of administrators (α=.974, M=2.77, SD=0.89) and the challenges in relation to teaching-learning process indicates that (α=.988, M=3.71, SD=0.98) found that more reliable result of the Cronbach'salpha. On the other hand, the pilot test result of data collection tools also more reliable according to reliability results of Cronbach's coefficient alpha.

The Cronbach's Alpha has the values of 0 .989, .970, .974 and .988. Since the value is more than0.7, this indicated that all items in the survey are reliable and the results generated can be trusted. According to George and Mallery (2005),the variables fall in the category of ac-

ceptable since the result is within the range of 0.7 to 0.8.In this study, Cronbach's Alpha reliability test was used to measure each of the items and also to examine how well the items can correlated to each other's .Cronbach's Alpha needs to be at least 0.7 in order to achieved reliability.

4.1.3.2 Validity of the Instruments

Validity indicates a degree to which a test, measurement and instrument are capable of achieving certain aims. Validity is an integral mandatory component for any type of measurement, test or instrument. According to Isaac and Michael (2005) construct validity shows to what extent certain explanatory concepts or qualities account for performance on a test. Validity answers the question of whether an instrument prepared for a study truly measures what it is expected to measure, and whether scores from such an instrument has meaning or utility for its respondents (Cohen et al., 2007). In this study, survey items, and the items about the background information was reviewed for content and clarity by experts in the field. For example, two department advisor and co-advisor from sport science Academy of Haramaya University reviewed those survey questionnaires to insure that the instruments comprehensively cover the domain or items that it purports to cover. Feedbacks on the instruments were also solicited from the researcher's advisors. Finally, all accepted comments and feedbacks were included in the final version of the instruments.

4.2 Analysis and Interpretation of the Data

The respondents of the study were asked different questions pertinent to the practices and challenges of physical education teaching methodologies in some selected secondary schools of Kambata Tambaro Zone. Their responses were organized into tables furthermore, the frequency counts, percentage, mean and standard deviation was computed for the purpose of analyzing and interpreting the findings as follows.

4.2.1 The extent of instructional methods practice teaching physical education lessons

Table 6: Items related with different Instructional Methods

No	Teaching Methods	How often you employed							
		Always		Sometime		Not at All		Mean	SD
		N	%	N	%	N	%		
1	Lecture/command	5	83.3	1	16.7	-	-	3.63	.408
2	Discussion	-	-	4	66.7	2	33.3	1.66	.516
3	Group Work	-	-	4	66.7	2	33.3	1.66	.516
4	Problem Solving	-	-	-	-	6	100	1.00	.000
5	Brainstorming	-	-	-	-	6	100	1.00	.000
6	Role play	-	-	3	50	3	50	1.50	.547
7	Pair work	-	-	3	50	3	50	1.50	.547
8	Demonstration	2	33.3	2	33.3	2	33.3	2.00	.894

N=Number and %=Percentage& SD=Standard Deviation

Note: NA= Not at all (1.00-2.49), ST= Sometime (2.50-3.49) and A=Always (3.50-5.00)

As it can be seen in Table 6 above 5(83.3%) of teachers indicated that always was used lecture/command while 1(16.7%) of respondents showed in teaching learning process of physical education teachers employed lecture method at sometime, with mean value 2.63, which is always value, with standard deviation of .408.Therefore, the above data showed that most of the time teachers used lecture method during presentation in physical education classes. According the national survey of student's engagement (NSSE) and Australian survey of student engagement) provide a very simple way of learning through active learning can take more responsibility for their learning and that the teachers are enablers and activators of learning, rather than lecturers or deliverers of ideas.

Further, it can be seen from above table of the item 2, the respondents were needed to show their level of the agreement about practices of discussion methods in teaching learning process, in this regard 4(66.7%) of respondents showed that they used discussion method in teaching physical education class sometimes and the remaining 2(33.3%) of study participants revealed that they used discussion method in physical education class not at all. On the other hand mean value 1.66 which is below satisfactory value, with standard deviation of .516.In

general data indicated that the teachers' didn't use discussion method of teaching physical education. Similarly, (ICDR, 1999) discussion in the class room is an important way of active learning and this gives for the students to exchange, explore, and examine information and broader understanding of topics.

As indicated in same Table, item 3, respondents were requested in physical education class teachers whether used group work or not. In this regard 4(66.7%) of respondents showed that teachers used group work teaching method in teaching physical education class were sometimes and the rest 2(33.3%) of study participants revealed that teachers used group work teaching method in physical education class not at all. The mean values indicated that group work is 1.66 which has below standard value with standard deviation of .516. Therefore, the above data showed that majority of teachers were not engaged group work teaching method in teaching physical education effectively. In addition (Kyriako, 1998) group work is part of collaborative strategies of teaching learning. It is one of way of encouraging active learning by arranging the learners work together in group.

Table 6 item 4, regarding problem solving, majority 6(100%) of the responds of the teachers were rated that the teachers using problem solving method in physical education not at all. On the other hand, mean value 1.00 with standard deviation .000 showed that teachers didn't use problem solving method. So this indicates that the physical education teachers in the study area don't used problem solving method. Similarly, (Leu, 2000) problem solving learning is derived from the convocation with the learner is an active and creative individual with the ability to seek knowledge and self development. In working with a problem, students can formulate hypothesis, gather relevant data, and organize the data to arrive at a conclusion. In line with the above statement (HDP, 2008) explained that problem solving activities involve students finding solutions to problems. Problem solving is an essential skill as it creates students who are able to think for themselves independent thinkers who look for solutions rather become trapped in problems.

As it can be seen in Table 6, concerning to brainstorming teaching method (see item, 5) 6(100%) of the responds of the teachers were reported that the teachers using brainstorming method in physical education not at all. On the other hand, mean value 1.00 with standard deviation .000 showed that teachers didn't employed brainstorming teaching method in physical education class. In addition, (Bonwel & Eison, 2003) states that a great way of finding out of

the students what they already know on a subject as well as an excellent review activity. It can be used as a way of finding out what students already know on a subject before you start teaching or as a review activity.

As it can seen item 6 Table 6 shows that 3(50%) of the responds were rated that role playing teaching method used some times and 3(50%) of the responds of the teachers were rated that used the role playing teaching not at all. Correspondingly, the mean value 1.50 with standard deviation .547 showed that the teacher's doesn't use role playing effectively. Similarly, (Vinod, Kumar & Yogesh, 2008) Role playing is a great way of learning for kinesthetic and visual learners. Role-playing fosters small group interactions. It allows students the opportunity to act out selected text.

Further, it can be seen from above Table, item 7, the respondents were requested physical education teachers use pair work teaching methods during teaching learning process. On this concern, 3(50%) of respondents indicated that teachers use pair work teaching method at sometime and while 3(50%) of study participants indicated that teachers use pair work teaching techniques in physical education class at not all. On the contrary, the mean value 1.50 with standard deviation .547 showed that the teacher's doesn't use pair work.

As it can be seen in Table 6, item 8, concerning to using demonstration 2(33.3%) of study participants revealed that teachers use demonstration method in physical education class always, 2(33.3%) of respondents reported that teachers use demonstration method in physical education at some time and the rest 2(33.3%) of teachers rated that use of demonstration method in physical education not at all. In the same way, mean value 2.00 with standard deviation 894 showed that teachers do not frequently employed demonstration method. This indicated that the teachers employed demonstration method of teaching learning process ineffectively.

4.2.2The contribution of physical exercise to the life of learners

Table 7: Items related with the contribution of physical exercise to the life of learners

No	Items	Opinion of Teachers							
		Agree		Disagree		Undecided		Mean	SD
		No	%	No	%	No	%		
1	Practical exercises are guided by well-organized plan and schedule as other sport activities	1	16.7	4	66.7	1	16.7	1.50	.836
2	My awareness in practical exercises is very high and to teach the lesson actively	1	16.7	5	83.3	-	-	1.34	.816
3	Accessibility of instructional materials is proportional to the learners	-	-	4	66.7	2	33.3	1.33	.516
4	Students' believe that practical activities are long life activities and adapted to their life experiences	1	16.7	4	66.7	1	16.7	1.52	.837

N=Number and %=Percentage & SD=Standard Deviation

Note: DA= Disagree (1.00-2.49), UD= Undecided (2.50-3.49) and A=Agree (3.50-5.00)

As it can be seen from item one of the Table 7, 1(16.7%) of respondents reported that practical exercises are guided by well-organized plan and schedule as other sport activities was disagreed, while 1(16.7%) of respondents indicated that practical exercises are guided by well-organized plan and schedule as other sport activities was undecided level. On the other hand, 1(16.7%) of respondents said that practical exercises are guided by well-organized plan and schedule as other sport activities was at the agreed level. In the same way, the mean value 1.50 with .836 standard deviation showed that the practical exercises of physical education are guided by organized plan and schedule were unsatisfactory. Therefore, the above data showed that practical exercises are guided by well-organized plan and schedule as other sport activities.

As it can be seen in table 7, item 2, respondents were requested that awareness in practical exercises is very high and to teach the lesson actively, 5(83.3%) of respondents disagreed that awareness in practical exercises to teach the lesson actively, while 1(16.7%) of respondents indicated that awareness in practical exercises is very high and to teach the lesson actively was agreed level. On the other hand, mean value 1.34 with standard deviation .816 revealed that the awareness in practical exercises is low and to teach the physical education lesson actively.

Table 7, item 3, respondents were requested that accessibility of instructional materials is proportional to the learners, 4(66.7%) of respondents disagreed that accessibility of instructional materials is proportional to the learners and while 2(33.3%) of respondents indicated that accessibility of instructional materials is proportional to the learners undecided. On the other hand, mean value 1.33 with standard deviation .516 revealed that the accessibility of instructional materials is proportional to the learners.

As it can be seen in Table 7, item 4, respondents were requested that students' believe that practical activities are long life activities and adapted to their life experiences, 4(83.3%) of respondents disagreed that students' believe that practical activities are long life activities and adapted to their life experiences, while 1(16.7%) of respondents indicated that students' believe that practical activities are long life activities and adapted to their life experiences was agreed level. In the same way, 1(16.7%) of respondents indicated that students' believe that practical activities are long life activities and adapted to their life experiences is undecided. On the other hand, mean value 1.52 with standard deviation .837 revealed that the students' believe that practical activities are long life activities and adapted to their life experiences.

4.2.3The role of teacher in teaching practical and theoretical class

Table 8: Items related to the role of teacher in teaching practical and theoretical class

No	Items	How often you employ							
		Always		Sometime		Not at all		Mean	SD
		No	%	No	%	No	%		
1	Use the learning objective and clarify it?	-	-	4	66.7	2	33.3	1.66	.516
2	Encouraging students to become actively participate in the practical lesson and classroom activities?	-	-	5	83.3	1	16.7	1.83	.408
3	Give constructive feedback for students	-	-	4	66.7	2	33.3	1.68	.519
4	Associate, relate and match the classroom lesson with the real life experience of students?	1	16.7	4	66.7	1	16.7	2.00	.632

N=Number and %=Percentage & SD=Standard Deviation

Note: NA= Not at all (1.00-2.49), ST= Sometime (2.50-3.49) and A=Always (3.50-5.00)

Table 8, item 1, 4(66.7%) of respondents revealed that the role of teacher in teaching practical and theoretical class use the learning objective and clarify at sometime whereas 2(33.3%) of respondents depicted that the role of teacher in teaching practical and theoretical class use the learning objective and clarify it is not at all. Similarly, the mean value 1.66 with standard deviation .561 showed that the role of teacher in teaching practical and theoretical class use the learning objective and clarify unsatisfactory. Therefore, it is possible to conclude that the role of teacher in teaching practical and theoretical class uses the learning objective and clarify it.

Table 8, item 2, respondents were requested that encouraging students to become actively participate in the practical lesson and classroom activities, 5(83.3%) of respondents indicated that encouraging students to become actively participate in the practical lesson and classroom activities and while 1(16.7%) of respondents indicated that encouraging students to become actively participate in the practical lesson and classroom activities not at all. On the other hand,

mean value 1.83 with standard deviation .408 revealed that the encouraging students to become actively participate in the practical lesson and classroom activities.

As it can be seen in Table 8, item 3, respondents were requested that give constructive feedback for students, 4(66.7%) of respondents indicated that give constructive feedback for students and while 2(33.3%) of respondents indicated that give constructive feedback for students not at all. On the other hand, mean value 1.68 with standard deviation .519 revealed that the encouraging students to become actively participate in the practical lesson and classroom activities. Therefore, it is possible to infer that to give inadequate feedback for students to promote role of teacher in teaching practical and theoretical class.

As it can be seen in Table 8, item 4, respondents were requested that associate, relate and match the classroom lesson with the real life experience of students to enhance the role of teacher in teaching practical and theoretical class,4(66.7%) of respondents indicated that associate, relate and match the classroom lesson with the real life experience of students and while 1(16.7%) of respondents indicated that associate, relate and match the classroom lesson with the real life experience of students not at all while, 1(16.7%) of teachers reported that always associate, relate and match the classroom lesson with the real life experience of students. On the other hand, mean value 2.00 with standard deviation .632 revealed that the teachers insufficiently encouraging students to become actively participate in the practical lesson and classroom activities.

4.3 The extent of teachers effectively uses appropriate instructional materials for teaching physical education lessons

Table 9: The extent of teachers effectively uses appropriate instructional materials for teaching physical education lessons

SN	Items	Teachers (N=6)		Students (N=126)	
1	Availability of different sport materials such as balls, cones sportswear with ratio of students	No	%	No	%
	A) Very Good	-	-	-	-
	B) Good	1	16.7	23	18.2
	C) Satisfactory	1	16.7	44	34.9
	D) Poor	3	50	49	38.9
	E) Very poor	1	16.7	10	7.9
2	The availability of department office, store rooms and separate staff rooms for PE teachers office for all members of department	No	%	No	%
	A) Very Good	-	-	-	-
	B) Good	-	-	12	9.5
	C) Satisfactory	2	33.3	20	15.9
	D) Poor	3	50	79	62.7
	E) Very poor	1	16.7	15	11.9
3	The availability of school PE reference book in library	No	%	No	%
	A) Very Good	-	-	-	-
	B) Good	-		14	11.1
	C) Satisfactory	4	66.7	37	29.4
	D) Poor	1	16.7	68	54.0
	E) Very poor	1	16.7	7	5.6
4	The adequacy of PE other teaching materials	No	%	No	%
	Very Good	-	-	-	-
	Good	-	-	5	3.9
	Satisfactory	2	33.3	50	39.7
	Poor	3	50	61	48.4
	Very poor	1	16.7	10	7.9

Regarding to item 1 from table 9 shows that of 1(16.7%) of the teachers and 23(18.2%) of students indicate that there is availability of different instructional materials, 1(16.7%) the teachers and 44(34.9%) of students availability of different sport materials such as balls, cones sportswear with ratio of students and 4(66.7%) of teachers and 59(46.8%) of students

respondents were poor. It is possible to realize that physical education lesson availability of instructional materials to implement physical educational in practical class is absent. This indicates those selected schools there is great problem in applying active teaching-learning methodology, because the unavailability of different sport materials such as balls, cones sportswear with ratio of students.

As it can see item 2, table 9, 12(9.5%) of the students responds are indicated that the availability of department office, storerooms and separate staff rooms for PE teachers office for all members of department is good. While, 2(33.3%) of teachers and 20(15.9%) of students showed that availability of department office, storerooms and separate staff rooms for PE teachers office for all members of department are unsatisfactory. The remaining 4(66.7%) of teachers and 94(74.6%) of students indicated that the availability of department office, storerooms and separate staff rooms for PE teachers office for all members of department were poor. Therefore, the above data showed that the availability of department office, storerooms and separate staff rooms for PE teachers' office for all members of department were poor. It is also confirmed through observation, that is the school has only one narrow availability of department office, storerooms and separate staff rooms for PE teachers office for all members of department and even it is not serve as office only but also it serves as storage. Therefore, there is a great shortage of offices and store rooms in the school.

As shown in table 9, item 3, respondents were requested that whether the availability of school PE reference book in library or not. In this regard, 14(11.1%) of students reported that the adequately availability of school PE reference book in library. On the other hand, 4(66.7%) of teachers and 37(29.4%) of students reported that availability of school PE reference book in library is satisfactory. In contrary, 2(33.3%) of teachers and 75(59.6%) of students showed that the availability of school PE reference book in library is good. In general, the above data showed that the availability of school PE reference book in library is satisfactory. This shows that the department has get little consideration from the school and this in turn lowers the quality of physical education. The respondents were also asked to state the reasons why the unavailability of department offices and store rooms are poor and most of them suggest the reason as; there is shortage of buildings in the school since it is new and administrators less imitativeness to build temporary storages and offices.

As it can see item 4, table 9, respondents were requested that there is adequacy of PE other teaching materials or not, on this concern, 5(3.9%) of students reported that the adequacy of PE other teaching materials, 2(33.3%) of teachers and 50(39.7%) of students showed that the adequacy of PE other teaching materials are satisfactory. However, 4(66.7%) of teachers and 71(56.3%) of students indicated that the adequacy of PE other teaching materials are poor. Therefore, the above data showed that the there were inadequate of PE other teaching materials in the schools under study.

4.3.1 Playground and Equipment

Equipments and playgrounds are the backbones of physical education to create effective learning environment. About this respondents were asked to answer whether the equipments and playgrounds are fulfilled or not and the findings are indicated below table.

Table 10: The availability of facility and materials of basketball and volleyball

SN	Items	Teachers (N=6)		Students (N=126)	
1	The presence of standard basketball play ground	No	%	No	%
	A) Strongly agree	-	-	-	-
	B) Agree	1	16.7	23	18.2
	C) Undecided	1	16.7	44	34.9
	D) Disagreed	3	50	49	38.9
	E) Strongly Disagree	1	16.7	10	7.9
2	The presence of basketball materials	No	%	No	%
	A) Strongly agree	-	-	-	-
	B) Agree	-	-	12	9.5
	C) Undecided	2	33.3	20	15.9
	D) Disagreed	3	50	79	62.7
	E) Strongly Disagree	1	16.7	15	11.9
3	The presence of standard volleyball playground	No	%	No	%
	A) Strongly agree	-	-	-	-
	B) Agree	-		14	11.1
	C) Undecided	4	66.7	37	29.4
	D) Disagreed	1	16.7	68	54.0
	E) Strongly Disagree	1	16.7	7	5.6
4	The presence of volleyball materials	No	%	No	%
	A) Strongly agree	-	-	-	-
	B) Agree	-	-	5	3.9
	C) Undecided	2	33.3	50	39.7
	D) Disagreed	3	50	61	48.4
	E) Strongly Disagree	1	16.7	10	7.9

As it can be seen in table 10, item 1, 1(16.7%) of teachers and 23(18.2%) of students showed undecided level on the presence of standard basketball play ground. On the other hand, 4(66.7%) of teachers and 59(46.8%) of students reported disagreed level on the presence of standard basketball play ground. In general the above data showed that there is no standard basketball play ground for physical education teaching materials in the school.

Table 10, item 2, respondents requested that whether the presence of basketball materials or not, in this regard, 12(9.5%) of students agreed that the presence of basketball materials. On the other hand, 2(33.3%) of teachers and 20(15.9%) of students undecided on the presence of basketball materials, in contrast, 4(66.7%) of teachers and 94(74.6%) of students disagreed that on the presence of basketball materials.

As it can be seen in table 10, item 3, 14(11.1%) of students reported that there were no standard volleyball play ground, 4(66.7%) of teachers and 37(29.4%) of students said that the presence of standard volleyball play ground is undecided while, 2(33.3%) of teachers and 75(59.6%) of respondents disagreed in relation to the presence of standard volleyball play ground. It is possible to understand that there is no standard volleyball play ground for physical education in the schools.

As it can be seen in Table 10, item 4, respondents requested that whether the presence of volleyball materials or not, on this concern, 5(3.9%) of students agreed that the presence of volleyball materials. On the other hand, 2(33.3%) of teachers and 50(39.7%) of students undecided on the presence of volleyball materials, 4(66.7%) of teachers and 71(56.3%) of students disagreed that on the presence of volleyball materials. Therefore, it is possible to realize that there is no standard basketball play ground for physical education in order to teaching lesson.

4.4 The attitudes of administrators look like in promoting effective application of PE in active teaching method

The following table discuss in relation to the attitudes of administrators look like in promoting effective application of PE in active teaching method such as lack of interest in physical education lesson greatly affects the teaching learning process of physical education. Then it highly lowers the quality of physical education and acts as road blocker for future development of physical education. Therefore, it is the teachers' task to consider the students interest in terms of physical education program. Regarding to this the respondents was asked to answer the raised issue and the findings are illustrated as follows:

Table 11: The attitudes of administrators look like in promoting effective application of PE in active teaching method

SN	Items	Respondents				t-value	P-value
		Teachers (N=6)		Students (N=126)			
		Mean	SD	Mean	SD		
1	Administrators participated in PE student before registration	2.87	1.47	2.55	1.34	1.30	.192
2	Relationship with the school administrator	2.22	1.39	1.86	1.14	-2.06	.040
3	School contribute students actively participate during PE class	2.88	1.42	1.72	0.92	-7.55	.000
4	Administrators participation in learning and practicing sports activities	2.41	1.25	1.85	0.89	-3.92	.000
5	School supply necessary teaching materials for PE	2.92	1.38	2.58	1.51	1.29	.195
6	Administrators assign appropriate time allotment for practical in PE	2.57	1.21	2.08	1.24	2.24	.026
7	Administrators provide different teaching method of discussion	2.97	1.52	2.48	1.39	1.93	.055

M=Mean, SD=Standard Deviation. **Note**: NA= Not at all (1.00-2.49), ST= Sometime (2.50-3.49) and A=Always (3.50-5.00)

Table 11 item 1, concerning to the attitudes of administrators in promoting effective application of PE in active teaching method whether participated in physical education before students' registration. In this regard, the calculated mean of teachers (M=2.87, SD=1.47) and students (M=2.55, SD=1.34) both respondents indicates that participated in physical education before students' registration. On the other hand, the calculated t-test value (t=1.30, $p>0.05$) showed that there is no statistically significant difference between the two respondents on the issue. Therefore, it is realized that there were negative attitudes of administrators in promoting effective application of PE in active teaching method.

Table 11 item 2, deals with the relationship between teachers and school administrators in order to promoting effective application of PE in active teaching method, the calculated mean of teachers (M=2.22, SD=1.39) and students (M=1.86, SD=1.14) both respondents disagreed that the existence of relationship between teachers and school administrators in order to promoting effective application of PE in active teaching method. On the other hand, the calculated t-test value (t=-2.06, p>.040) showed that there is no statistically significant difference between the two respondents on the issue. It is possible understand that there is no strong relationship between teachers and school administrators in order to promoting effective application of PE in active teaching method.

Table 11items 3, asked for whether school contributes students actively participate during PE class or not. In this concern, the calculated mean of teachers (M=2.88, SD=1.42) performed on the issue is sometime, while students (M=1.72, SD=0.92) perceived rarely on school contributes students actively participate during PE class. On the other hand, the calculated t-test value (t=-7.55, p<.0.05) showed that there is statistically significant difference between the two respondents on the issue.

As it can be seen in Table 11 item 4, deals with the administrators' participation in learning and practicing sports activities. In this regard, the calculated mean of teachers (M=2.41, SD=1.25) perceived that on the issue is sometimes and students (M=1.85, SD=0.89) rarely that administrators participation in learning and practicing sports activities. On the other hand, the calculated t-test value (t=-3.92, p<0.05) showed that there is statistically significant difference between the two respondents on the issue. This implies that administrator's participation in learning and practicing sports activities in promoting effective application of PE in active teaching method.

Table 11 item 5, respondents were re quested that school supply necessary teaching materials for PE, the calculated mean of teachers (M=2.92, SD=1.38) and students (M=2.58, SD=1.51) both respondents indicates that school supply necessary teaching materials for PE is sometime. On the other hand, the calculated t-test value (t=1.29, p>0.05) showed that there is no statistically significant difference between the two respondents on the issue. Therefore, it is concluded that school supply necessary teaching materials for promoting effective application of PE in active teaching method.

As it can be seen in Table 11 item 6, regards administrators assign appropriate time allotment for practical in PE. In this regard, the calculated mean of teachers (M=2.57, SD=1.21) indicates that moderate and students (M=2.08, SD=1.24) show that rarely on administrators assign appropriate time allotment for practical in PE. On the other hand, the calculated t-test value (t=2.24, $p<0.05$) showed that there is statistically significant difference between the two respondents on the issue. In addition interview participants pointed out that really it is very difficult, if not, impossible to achieve the educational objectives with such situation. In relation this point teachers were asked about their perception of the designed syllabus in terms of the period allotted. Teacher that is about the PE curriculum effectiveness, the response of the teacher is, there is no curriculum in our school and regarding to health and physical education. Accordingly most of the teachers believe that the designed syllabus with its versatile method of teaching learning process. But is very problematic for them to implement the syllabus is that the number of periods allotted is very small. That is, let alone one period even two periods per week are not enough to implement the syllabus as designed. Due to this fact the teacher are not interested even to think of the practical sessions, let alone properly covering it. Being reluctant and allowing students to play ball games could be taken as problems emerged from period allotment.

Table 9 item 7, deals with administrators provide different teaching method of discussion, the calculated mean of teachers (M=2.97, SD=1.52) and students (M=2.48, SD=1.39) both respondents indicates that administrators provide different teaching method of discussion is sometime. On the other hand, the calculated t-test value (t=1.93, $p>0.05$) showed that there is no statistically significant difference between the two respondents on the issue. Therefore, it is concluded that administrators don't provided different teaching method of discussion.

4.5The challenges in relation to teaching-learning process of practical lessons in physical education program

This part of the analysis presents the challenges in relation to teaching-learning process of practical lessons in PE program includes: lack of suitable training fields, shortage of materials (teaching aid), shortage of teaching materials such as text book, stationary; shortage of play ground, lack of adequate guidance from school administrators and in appropriateness of period allotment.

Table 12: Challenges to teaching-learning process of practical lessons in PE program

SN	Items	Respondents Type			
		Teachers(N=6)		Students (N=126)	
		Mean	SD	Mean	SD
1	Lack of suitable training fields	4.00	.587	3.20	1.07
2	Shortage of materials (teaching aid)	3.76	.727	3.67	1.10
3	Shortage of teaching materials such as text book, stationary	3.72	1.51	3.65	1.02
4	Shortage of play ground	4.04	1.25	3.57	1.50
5	Lack of adequate guidance from school administrators	3.53	1.19	2.41	1.43
6	Lack of competent teachers	2.20	1.03	2.42	1.76
7	In appropriateness of period allotment	3.96	.490	2.84	1.23
8	Absence of baht room, dressing room	3.75	1.42	3.57	1.50
9	Lack of commitment among school administrators	3.90	.480	2.82	1.16
10	Large class size	3.30	.915	2.09	.830
11	Shortage of physical education teachers	3.20	1.42	2.28	.875
12	Unable to in innovation/creative activities	4.10	1.36	4.26	1.03
13	Use of inappropriate instructional technology	3.62	1.49	4.07	1.16
14	Poor communications among staffs	4.06	1.39	4.20	1.01

Key: L=Low (1.0-2.33), M=Medium, (2.34-3.66) and H-High (3.67-5.0), M-is mean; SD is standard deviation and Sig. (2-tailed) or P-value.

Table 12, regarding to the major the challenges in relation to teaching-learning process of practical lessons in physical education program teachers rated as, unable to in innovation/creative activities (M=4.10, SD=1.36), poor communications among staffs (M=4.06, SD=1.39), shortage of play ground (M=4.04, SD=1.25), lack of suitable training fields (M=4.00, SD=.587), in appropriateness of period allotment (M=3.96, SD=.490), lack of commitment among school administrators (M=3.90, SD=.480), shortage of materials (teaching aid) (M=3.76, SD=.727), absence of baht room, dressing room (M=3.75, SD=1.42), shortage of teaching materials such as text book, stationary (M=3.72, SD=1.51), use of inappropri-

ate instructional technology (M=3.62, SD=1.49), lack of adequate guidance from school administrators (M=3.53, SD=1.19), large class size (M=3.30, SD.915) and shortage of physical education teachers (M=3.20, SD=1.42) reported as the major The challenges in relation to teaching-learning process of practical lessons in physical education program. In addition, the interview with the school administration, most of the school teachers not have an interest to do their work properly, and they can't be model for their student. Similarly, interview participant revealed that the actual situation did reflect this reality. Thus, can be concluded that the teacher, department heads and principals are not properly accomplishing their duties and responsibly. Additionally, information obtained from open ended question the reason why those students respond lack of awareness (it likes simple subject),there is no reputation of lesson, it indicate to say the subject is invalid or only for refreshment, the subject is not include in national exam, lack of model qualified professionals according to their income and their work.

On the other hands, students respondents indicates that, unable to in innovation/creative activities (M= 4.26, SD=1.03), poor communications among staffs (M=4.20, SD=1.01), use of inappropriate instructional technology (M=4.07, SD=1.16), shortage of materials (M=3.67, SD=1.10), shortage of teaching materials such as text book, stationary(M=3.65, SD=1.02), absence of baht room, dressing room (M=3.57, SD=1.50), shortage of play ground (M=3.57, SD=1.50), in appropriateness of period allotment(M=2.84, SD=1.23) and lack of commitment among school administrators (M=2.82, SD=1.16) rated as the major the challenges in relation to teaching-learning process of practical lessons in physical education program.

In general both teachers and students reported that unable to in creative activities, poor communications among staffs, shortage of play ground, lack of suitable training fields, in appropriateness of period allotment, lack of commitment among school administrators, shortage of materials, absence of baht room, dressing room, shortage of teaching materials such as text book, stationary, use of inappropriate instructional technology, lack of adequate guidance from school administrators, large class size and shortage of physical education teachers were the challenges in relation to teaching-learning process of practical lessons in physical education program. As interview participants indicated the challenges are, naturally lack of student's interest, sport wears and health, in every grade there is reputation of lesson with this reason the subject is to be unchangeable and boring, lack of available material, lack of teacher that should be model for students and lack of available play ground.

4.6Analysis and interpretation of Observation

This observation session researcher observed that classroom condition and availability of playgrounds or materials, instructional methods and techniques teachers use, teachers activities in the classroom and students activities during lesson time. In addition**,** teacher can used lesson plan and can teach the subject in its objective effectively. This indicated that half of the teachers can used encouraged the students to participate in the lessons and half of the teachers can encourage the students in lessons some times.

Table 13: Classroom condition and suitability or availability of playgrounds or materials

SN	Items	Yes	No
1	Are the students precipitant?		√
2	Are the students motivated?		√
3	Is the class size appropriate?		√
4	The suitability and availability of playgrounds in the school for practical activity?		√
5	The utilized facility and teaching materials are adequate and appropriate with No of students ration in the class?		√

As showed above table observation check list was conducted for 2 days each sample schools. The observation checklist is one of the instrument which gathered data physical education teaching methodologies in secondary schools. Then through this instrument conducted during classroom condition such as students' precipitation, motivation, class size appropriateness and utilized facility and teaching materials are adequate and appropriate were showed not adequate or there is no sufficiently practiced in the schools under study to promote physical education teaching methodologies.

As observed data understand from the above-fulfilled checklist, there is in availability of football playground and materials, handball playground and materials, gymnasium and gymnastic equipment, internet access, physical fitness center, PE reference, handout /modules. On the other hand, throughout the observation, the researcher observed the existence of very good volleyball playing ground and materials but and good basketball playing ground and materials. In addition, there is no computers and other equipments like offices, storerooms and selection of appropriate teaching methods during teaching learning process.

As the same time researcher observed that the students' books of the school, in all school the student gain text book by each numbers, it is insufficient. In addition, consider teaching materials of the school we have observed whether there are facilitator manuals in the schools or not, in all school there is not. However, the schools under study playgrounds in the school for practical activity has sufficiently available, but is not suitable for activities. Whereas, the playing ground for some schools were poor which means there is no practical filed. Because it builds for the purpose of public school this means, reading research books, most of public school had no playground and physical education teaching learning material.

Table 14: Instructional methods and techniques teachers use

SN	Items	Yes	No
1	Teachers employ lecture method in the class	√	
2	Teachers use cooperative learning strategies in the class		√
3	Teachers use different teaching methodologies	√	
4	Teachers consider skill/capacity of the student		√
5	Teachers consider gender variable		√
6	Teachers start the lesson from simple to complex		√
7	Teachers use role models as example		√
8	The teacher gives constrictive feedback timely		√

The above data showed that instructional methods and techniques teachers' use lecture method in the class and teachers use different teaching methodologies. On the other hand, teachers use cooperative learning strategies in the class, consider skill/capacity of the student, gender variable, teachers start the lesson from simple to complex, teachers use role models as example and the teacher gives constrictive feedback timely these physical education activities were not sufficiently practiced or used schools under study.

Table 15: Teachers activities in the classroom

SN	Items	Yes	No
1	Teachers use energizer activities before starting lesson to relax, to make students alert (active) and to draw the attention of students		√
2	Use lesson plan and clarify learning objective?		√
3	Arrange students for different classroom activities		√
4	Encourage students to become actively participate in the class		√
5	Goes around the group and motivate the students		√
6	Has good interaction with students		√
7	Provide opportunities for students to reflect on lesson and on the learning process itself		√
8	Give constructive feedback for students		√

Regarding to teachers activities in the classroom, during observation student researcher observed that teachers use energizer activities before starting lesson to relax, to make students alert (active) and to draw the attention of students, arrange students for different classroom activities, goes around the group and motivate the students, has good interaction with students, providing opportunities for students to reflect on lesson and on the learning process itself and give constructive feedback for students were not practices in the schools under study or teachers these activities don't used in the classroom.

Table 16: Students activities during lesson time

SN	Items	Yes	No
1	Students are actively participated and motivated in the tasks/activities given for them in the classroom		√
2	Students express their need and feelings freely and frankly		√
3	Ask teachers for help when some difficulties face them		√
4	Students are interactive among themselves		√
5	Are students appropriately grouped with the teaching facility and equipments		√

Concerning the students participation in the classroom theoretical leaching and field practice

includes students are actively participated and motivated in the tasks/activities given for them in the classroom, students express their need and feelings freely and frankly, ask teachers for help when some difficulties face them, students are interactive among themselves and are students appropriately grouped with the teaching facility and equipments not actively participated.

5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Summary of Findings

Using descriptive survey design along with the both quantitative and qualitative method, the researcher collected quantitative data from 6 physical education teachers' and126students' availability and simple random sampling selected respectively. Qualitative data were also collected actual (through the semi-structured interview) from 2principals purposefully selected. To achieve the purposes of the study, the researcher guided by the following research questions:

1) Do teachers' believe that the instructional materials are available and conductive proportionally to the number of students in teaching physical education class?
2) Do teachers' have awareness on active learning and its contribution for students' learning?
3) What does the attitudes of administrators looks like in promoting effective application of PE in active teaching method?
4) What are the challenges in relation to teaching-learning process of practical lessons in P.E program?

The researcher used descriptive statistics; including frequency distribution, percentage, mean, and standard deviation, to analyze the quantitative data. All collected quantitative data were analyzed using version 20 of Statistical Package for the Social Sciences (SPSS). The content analysis (inductive) approach was also used to analyze the qualitative data. Summary of major findings, conclusions, and implications of the study are presented in this chapter. On the basis of the results and the discussions of the collected data, the following major findings are drawn:

- Study revealed that there is shortage of adequate number of teachers in the department and the existing school teachers need upgrading.
- The absence of PE reference books in the school's library under study. The existence of shortage of access to computers and there is no internet access
- As far as the teaching materials and facility is concerned, many teachers and students reported that, physical education teachers are not corresponding with the number of students; there are no sufficient sport facility and equipments. The observation results also strengthen this idea.

- The absence of facilities such as handball, football playground/ courts and gymnasiums to exercise practical activities.
- The existence of shortage of access to computers and there is no internet access.
- As far as the use of variety of teaching method is concerned, most teachers are use lecture and demonstration teaching method frequently throughout the teaching learning process of physical education.
- Most teachers of health and physical education do not appropriately develop interest towards their subject. Due to this lack many teachers less likely fulfill their professional duties and responsibilities.
- Lack of commitment among school administrators, lack of adequate guidance from school administrators, large class size and shortage of physical education teachers were the challenges in relation to teaching-learning process of practical lessons in physical education program.
- Many teachers are poor at teaching the subject, where they do not use various method, equipment appropriately, rather the use reputation lesson that are tedious and that do not provide students the opportunity to participial in the teaching learning process.
- In many school's the schools' environment is not appropriate for the instruction of health and physical education. This is because most schools lack an appropriate training field, bathroom, dressing room, shower, and store etc.

5.2Conclusions

Based on the findings of this study, the following major conclusions were drawn:

Generally it can be concluded that, physical education department members are made by different effort in teachers and students as well as the school administration to realize the existence of good teaching learning process. But apart from those efforts there are different challenges the department is facing with regard to delivering quality education because of shortage of teachers, reference books equipment and facilities. The development of physical education program highly depends on the availability of infrastructure and teaching materials in the school. But as indicated in this research findings the availability of school facility and teaching materials are insufficient. This is indicated by shortage of play grounds, department offices, and lack of shower, dressing room, and shortage of teaching materials. In promoting physical education, the responsibility of physical education teachers to take full commitment is

crucial. However, this study revealed that all physical education teachers had less responsibility about the promotion of physical education teaching methodology and as a result they didn't encourage the interest of students, unable to create awareness of officials and unable to create conducive environment.

5.3 Recommendations

Based on the above conclusions, the following recommendations were forwarded:

- ❖ The physical education teachers should be devoted their extra time for professional support to their students and they should press their demand to upgrade the status of physical education.
- ❖ The physical education teacher should address the importance of student selection process at the beginning towards their concerned bodies.
- ❖ Education office in collaboration with the investment office. The zone council and other concerned stakeholders and organizations have to solve the school problems, i.e. which the availability of scares play grounds, and the lack of materials, etc facilities.
- ❖ Zone should arrange successive training and consultative workshops to the health and physical education teachers; so that the teachers will develop the necessary conviction, attitude and skill and expertise in using various methods, educational training.
- ❖ Based on the nature and the contribution of the subject the concerned bodies particularly minister of education should look for additional periods so that an effective of teaching will be realized in the fact the allotment of period should be made on the basis of serious study.
- ❖ Like other academic subjects, for better teaching-learning process of physical education the college should fulfill necessary equipments, facilities and curricular materials.
- ❖ Whenever possible physical education teachers should try to produce local teaching materials to deal with practical activities there by enable in solving the immediate materials shortage.
- ❖ The school administration should pay due attention to budget allotment of the department, so that necessary material will be bought in sufficient quantity.

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7: APPENDICES

7:APPENDICES

Appendix-A

Questionnaires field by P.E teachers

Dear teacher! The purpose of this questionnaire is to get pertinent information about the current practice and challenges of P.E teaching-learning process in some selected secondary schools of Kacha Bira worada of KambataTambaro zone. The study can be successfully accomplished only when you complete items honestly and frankly.

Note: the information you give will be used only for academic purpose. So, please cooperate me by filling this questionnaire

Thank you for your cooperation's!!!

N.B; - No need of writing your name

A. General information

Please put a thick '✓' mark for the following items to indicate your answer, or by writing where necessary on the space provided.

Part One: Background information

1. Name of your school_____

1. Sex: Male ☐ Female ☐

2. Age: 20-24 years ☐ 25-30 years ☐

30-34 years ☐ 35-39years ☐ 0 years and above ☐

3. Qualification: 1st Degree ☐ 2nd degree ☐ PhD ☐

If any other, specify _____

4. Teaching experience in the school:

0-5 years ☐ 6-10 years ☐

11-15 years ☐ 16-20 years ☐ ≥20 ☐

A. Main Data

I. Instruction: items related with different instructional methods (techniques) are listed in the table below. Please, select the correct answer that represents how often you have been employed these methods (techniques) during your theoretical and practical classes of P.E.

No	Teaching methods	How often you employed.		
		Always	Some time	Not at All
1	Lecture/command			
2	Discussion			
3	Group Work			
4	Problem solving			
5	Brainstorming			
6	Role play			
7	Pair work			
8	Demonstration			

II. Instruction: items related with physical exercises and the contributions of practical exercises to the learners for life- long physical activities are listed below. Please thick (✓) that reflect your opinion:

No	Items	Opinion of Teachers		
		Agree	Disagree	Undecided
1	Practical exercises are guided by well-organized plan and schedule as other sport activities.			
2	My awareness in practical exercises is very high and to teach the lesson actively.			
3	Accessibility of instructional materials is proportional to the learners.			
4	Students' believe that practical activities are long life activities and adapted to their life experiences.			

Instruction: Items listed below are activities and roles of teachers that they have to employ it during teaching-learning in practical and class room. How often you employ these activities:

No	Items	How often you employ		
		Always	Some Time	Not at all
1	Use the learning objective and clarify it?			
2	Encouraging students to become actively participate in the practical lesson and class room activities?			
3	Give constructive feedback for students.			
4	Associate, relate and match the classroom lesson with the real life experience of students?			

IV. Instruction: Items related with teachers believe (view) towards availability of instructional materials in implementing P.E in practical class:

No	Items	Alternatives			
		Good	Moderate	Poor	Absent
1	Availability of different sport materials such as balls, cones sportswear with ratio of students				
2	Conductive environment to practice physical exercises free from any danger or risk.				
3	The school administration gives priority for P.E and particularly practical exercises.				

V. instruction: items related with the size and No of instructional materials with students ratio to implement active learning:

1. What is the average No of students in one class in your school?

   A. below 40 ☐ B. 41-50 ☐ C. 51-60 ☐

   D. 61-70 ☐ E. 71-80 ☐ F. ≥ 80 ☐

2. The size of play grounds can serve large No of students in your schools?

   Yes ☐ No ☐ Undecided ☐

3. The ratios of students to instructional materials are balanced for PE practical classes?

   Yes ☐ No ☐

VI. Instruction: Items related with training of teachers and time allocation particularly in implementing of practical class:

1. Did you get any in-service training on the new curriculum reform?

   Yes ☐ No ☐

2. How many periods allotted for P.E per week?

   4. 1 ☐ 2 ☐

3. Do you think, this period is enough for the subject?

   Yes ☐ No ☐

4. If your answer for the question above number 3 is ‘’ no’’ why?

   _____

   _____

   _____

   _____

   _____

5. Is there any challenge that makes you to use your time improperly in your P.E practical Sessions? Yes ☐ No ☐

6. If your answer for question no 5 is **''yes''** please would you mention some of them?_____
_____
_____

_____

7. Generally what is your recommendation and opinion to solve the current challenges in teaching-learning methodologies in practical classes?
_____
_____
_____

Thank you in advance

Appendix -B

Questionnaire field by students

Dear students! The purpose of this questionnaire is to get pertinent information about the current practice and challenges in teaching-learning methodologies during P.E classes in some selected secondary school of Kacha Bira woreda of KambataTambaro zone. The study can be successfully accomplished only when you complete items honestly and frankly. Thus, hence the genuine concern and willingness of the person who fill the questionnaire strongly determines the success of the study. You are kindly requested to fill all the questions honesty.

Note: the information you give will be used only for academic purpose. So, please cooperate me by filling this questionnaire.

Thank you for your cooperation's!!!

N.B; - No need of writing your name

A. General information

Please put a thick '✓' mark for the following items to indicate your answer, or by writing where necessary.

Part one: background information of students

1. Name of your school_____
2. Sex: Male ☐ Female ☐
3. Age: 15-20 years ☐ 21-25 years ☐ ≥ 26 ☐
4. Grade : 9^{th} ☐ 10^{th} ☐
5. place of birth: Rural ☐ Urban ☐

B. Main data

I. Instruction: item related with classroom condition and facilities:

1. Is your classroom condition or play ground (sport fields) attractive and suitable for teaching-learning process?

   Yes ☐ No ☐

2. Are the sports facilities like balls and play grounds are balanced with the ratio of students for practical classes of physical education?

   Yes ☐ No ☐ Not sure ☐

3. Are the facilities like chairs conducive to make group discussion in classroom?

   Yes ☐ No ☐

II. Instruction: Items related with opinion towards teachers roles and activities during teaching learning process in classroom:

1. Does your teacher arrange students for different classroom activities?

   Yes ☐ No ☐

2. Does your teacher give different activities and exercise regularly?

   Yes ☐ No ☐

3. Does your teacher encourage students to become actively participate in the lesson both theoretical and practical?

   Yes ☐ No ☐

4. Does your teacher associate/relate the classroom lesson with the real life experience of students?

   Yes ☐ No ☐

5. Do your teachers invite students to share their real life experiences that related with the practical exercises in daily lesson? Yes ☐ No ☐

III. Instruction: Items related to the role (responsibilities) that expected from students during active learning:

1. Do you participate actively during teaching learning process by asking question and by reflecting idea on the theoretical class?

   Yes ☐ No ☐

2. If your response for question No 1 is ‘’No’’ why you do not participate actively?

Would you please explain?_____

_____

__

3. Do you have interest to participate regularly in physical exercises?

   Yes ☐ No ☐

IV. Instruction: items related with students opinion toward teachers presentation and teaching methods he/she uses:

1. Are the techniques and activities that your teacher uses during presentation is attractive and interesting to you?

   Yes ☐ No ☐

2. Does your teacher use different teaching methods during teaching- learning process in practical classes?

   Yes ☐ No ☐

3. Do you like to learn P.E lesson in;

   Practice ☐ Theory ☐ Both ☐

4. From the following teaching method, which methods (strategies) does your teacher use mostly during teaching learning process in P.E class?

   a. Lecture (explanation) ☐
   b. Demonstration ☐
   c. Discussion ☐
   d. Group Work ☐
   e. Peer teaching ☐

   If other_____

6.What is your recommendation or opinion to solve current practice and challenges of teaching-learning process during physical education classes in your school?_____
_____
_____

Thank you in advance!!!

Appendix- C

Interview for School Director or V/director

Basic guiding interview sample questions

1. Would you please tell us your qualification, position, and experience?
2. Would you explain your understanding (awareness) on physical exercises and sports?
3. Do your P.E teachers take any training on ball or in other? If your answer is yes what kind of training they took?
4. How do you think the applicability of those trainings in real class room situation especially during physical education session?
5. How do you evaluate the availability of P.E in educational facilities and quality in your school? Do you think the availability of this facilitation have an influence on teaching- learning process?
6. In your school would your organize regularly (intra-mural or extra-mural) any sporting activities?
7. What solutions do you suggest to foster students interest as well as participation towards P.E?

Appendix -D

Observation check list

A. **General information**

1. Observer name:_____
2. School:_____
3. Grade and Section:_____
4. Number of students in class:

Male _____ Female_____ Total_____

B. **Main data**

Please mark (x) in space provided that cross ponds to the statement (question) in column.

I. Items related with class room condition and suitability/availability of playgrounds or materials:

No	**Items**	**Yes**	**No**
1	Are the students precipitant?		
2	Are the students motivated?		
3	Is the class size appropriate?		
4	The suitability and availability of playgrounds in the school for practical activity?		
5	The utilized facility and teaching materials are adequate and appropriate with No of students ration in the class?		

II. Items related with instructional methods and techniques teachers use:

No	**Items**	**Yes**	**No**
1	Teachers employ lecture method in the class.		
2	Teachers use cooperative learning strategies in the class.		
3	Teachers use different teaching methodologies.		
4	Teachers consider skill/capacity of the student.		
5	Teachers consider gender variable.		
6	Teachers start the lesson from simple to complex.		
7	Teachers use role models as example.		
8	The teacher gives constrictive feedback timely.		

III. Items related with teachers activities in the classroom:

No	**Items**	**Yes**	**No**
1	Teachers use energizer activities before starting lesson to relax, to make students alert (active) and to draw the attention of students.		
2	Use lesson plan and clarify learning objective?		
3	Arrange students for different classroom activities		
4	Encourage students to become actively participate in the class		
5	Goes around the group and motivate the students.		
6	Has good interaction with students.		

7	Provide opportunities for students to reflect on lesson and on the learning process itself.		
8	Give constructive feedback for students.		

IV. Items related with students activities during lesson time:

No	**Items**	**Yes**	**No**
1	Students are actively participated and motivated in the tasks/activities given for them in the classroom.		
2	Students express their need and feelings freely and frankly.		
3	Ask teachers for help when some difficulties face them.		
4	Students are interactive among themselves.		
5	Are students appropriately grouped with the teaching facility and equipments		

APPENDIX: E
Consent from to participate voluntarily in this research study

Researcher's Name: Tesema Markos Wonjalo

Major Supervisor's Name: Desta Enyew (PhD)

Co- Supervisor's Name: Shemalis Mekonen (PhD)

Thesis Title:

Current practice and challenges of Physical Education teaching methodologies in some selected secondary schools, KambataTambaro zone, SNNPR, Ethiopia.

Purpose of the study

The purpose of the study is to investigate practice and challenges in teaching physical education practical class in some selected secondary schools of Kacha Bira worada in Kambata-Tambaro zone.

Procedure and Duration:

Your involvement will be two days in a week participating in practical and theoretical class in observation and questionnaires to be answering.

Risks and Benefits:

There is no any risk in participating in this study because there are benefits in participating in activities develop your knowledge and skill

Confidentiality:

Information of your participation in this research will be keep confidential. Records parting to this research will be coded secretly in number and put in a secured storage area .Result will be in such a way that you cannot be identified. The finding of the study will be general for the study community and will not reflect any thing particular of individual.

Rights

Participation for the study is full voluntary. You have the right to declare to participate or not in this study. If you decide to participate, you have the right to withdraw from the study at any time and this will not label you loss of benefit which you otherwise are entitled. Don't answer any question that you want to answer.

Contact Address

If you have any questions or enquires any time about this research procedures,

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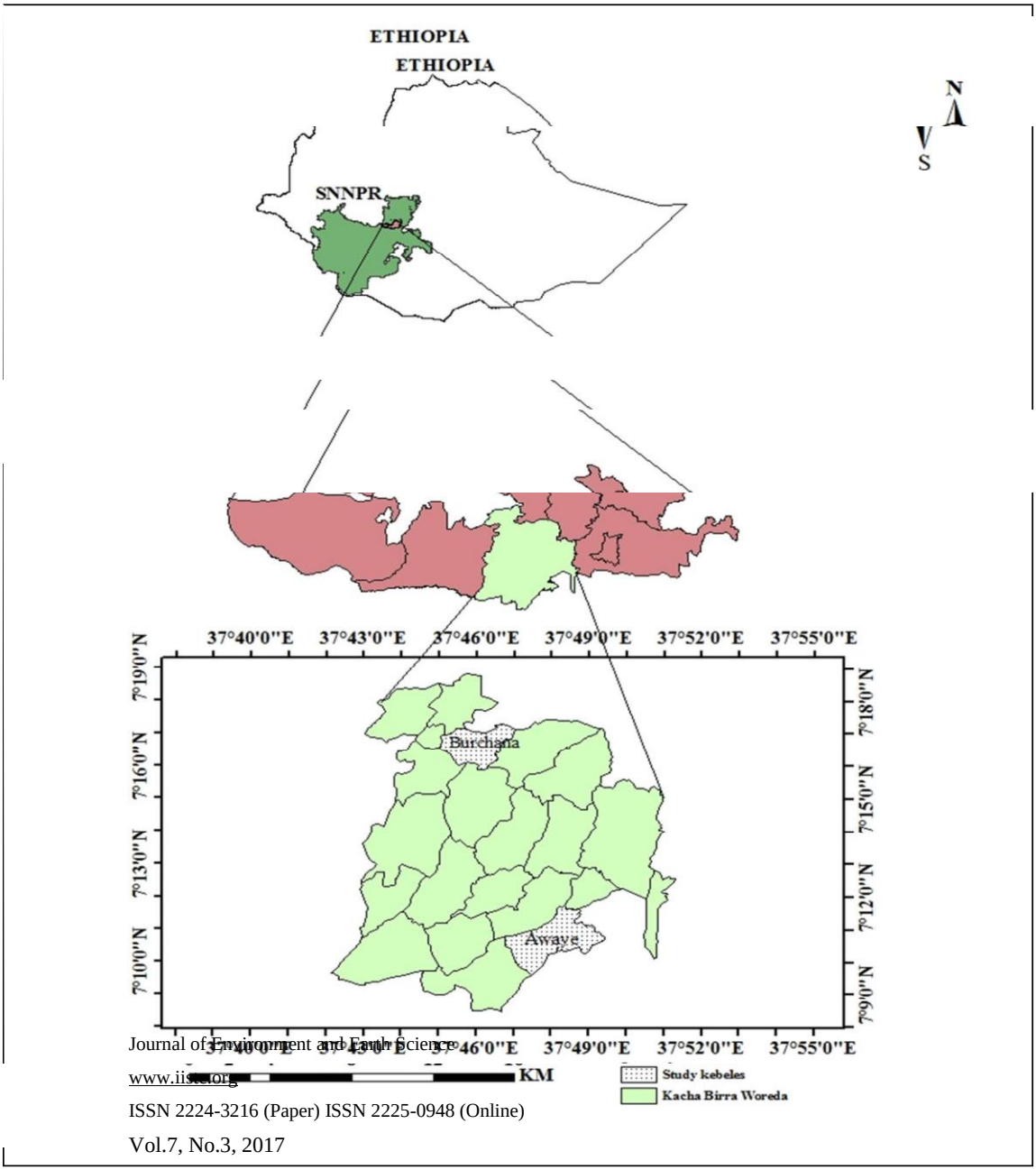
APPENDIX F: Map of Study Site



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